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ABSTRACT

This report presents the findings of a UNESCO (United Nations Educational, Social, and Cultural Organization) survey of the state of legislation on special needs education in 52 member states. Most of the information was gathered in 1992-93. This document represents the final work compiled in 1994-95. Part 1 presents an analysis and synthesis of the country entries, based on the information submitted by individual countries. It covers: (1) the nature and extent of legislation pertaining to special needs education; (2) responsibility and organization; (3) identification, assessment, orientation, and placement; (4) age range covered by the legislation; (5) integration; (6) curriculum entitlement; (7) vocational education; and (8) parent role. Part 2 presents information on the individual countries, including: Argentina, Australia, Austria, Bahrain, Barbados, Belgium, Brazil, Bulgaria, Canada, Cape Verde, Chile, China, Columbia, Costa Rica, Cuba, Denmark, Ecuador, El Salvador, Finland, France, Germany, Greece, Holland, Hungary, Iceland, Indonesia, Ireland, Italy, Japan, Jordan, Malaysia, Malta, Mexico, Namibia, New Zealand, Nicaragua, Norway, Pakistan, Philippines, Portugal, Qatar, Romania, Spain, Sri Lanka, Sweden, Tanzania, Tunisia, Uganda, Venezuela, Zaire, Zambia, and Zimbabwe. (DB)

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ED 407 777

Legislation pertaining to special needs education

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LEGISLATION PERTAINING TO SPECIAL NEEDS EDUCATION

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The designations employed and the presentation of the material throughout the publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area, or of its authorities, or concerning the delimitations of its frontiers or boundaries.

PREFACE

The present day study presents information from fifty-two Member States collected by UNESCO during the course of its second investigation into the state of legislation on special needs education. (The first study appeared in 1969). The information was gathered in 1992-93, when a first compilation and analysis was done in 1993 by Professor Maria Rita Saulle, the findings of which were shared at the World Conference on Special needs Education, Salamanca Spain, 1994. Following this first attempt, countries were invited to re-examine the initial information, for any corrections or modifications.

This document represents the final work compiled in 1994-95. This last phase of the work was carried out by Jonathan Robinson. The study was conducted in response to the requests of Member States for information on legislative provision related to special needs education. Such a study was very timely as the last two decades witnessed important landmarks in national developments in this domain. We recall here some of the major ones - the International Year of Disabled persons (1981), the Decade of Disabled Persons (1983-1992), the World Programme of Action in Favour of Disabled Persons (1983), the Convention on the Rights of the Child (1989) and more recently the Standard Rules on Equalization of Opportunities for Disabled Persons (1993).

Legislation is needed to ensure the rights of disabled persons to equal rights and opportunities; it can further help in securing the resources needed to translate abstract rights into practical entitlements. It can also enhance the integration of special needs education within more general frameworks. Many changes in legislation have been made in the last ten years, particularly in relation to compulsory education, and the inclusion of special needs education within general education.

The study is presented in two parts. Part I presents an analysis and synthesis of the country entries. This part is based on the information submitted by countries as the only source of information, and the country entries do not all purport to be verbatim extracts from the legislation. Every effort has been made to interpret the country entries objectively and accurately, but there is always an element of caution in the interpretation of the text. A statistical approach has been incorporated with the aim of placing in relative context issues raised by the country entries.

Part II of the study, the country entries, follows a uniform plan, corresponding as closely as possible with that of Part I, excluding "financing of education" and "teacher training".

INTRODUCTION

UNESCO received information from 52 Member States as to legislation pertaining to special needs education. This Study is an analysis and synthesis of these country entries. The Study has relied upon the country entries as the only source of information, and the findings are subject to the vital provisos that (i) the country entries should be referred to for their detailed terms, and (ii) the country entries do not purport to be verbatim extracts from the legislation. To that extent, the sources are (in purely technical terms) secondary. For the study, `Financing of Education' and `Teacher Training' were excluded from the country entries and `Parents' has been included. The word `Orientation' has been used to mean placement.

Much of the data contains direct reference to primary or subordinate legislation in the strict sense. Frequently, however, the data is expressed more generally. Accordingly, where entries refer to Departments, Ministries or other official bodies, it has been assumed that their powers and duties as stated in the country entries have been derived from legislation. Government or Ministerial Resolutions or Orders and (in the case of one country) executive Circulars are also mentioned in the country entries and, on the same assumption, have been taken into account and noted in the Study.

Furthermore, where relevant, information which has been included by a country under one heading has been incorporated in the Study also under a different heading. The information in the Study may not always appear, therefore, to correspond precisely with the country entries. This is solely due to a desire to use the available information fully and in a constructive manner. Every effort has been made to interpret the country entries objectively and accurately, but with a wealth of information there is an element of discretion, as to the extent to which reference should be made to any one country's entry. Because the Study is to a large extent a fusion of the country entries, quotation marks have not been used rigorously; in the interest of a lucid analysis they appear only where it has been considered that a country entry should be seen to have been quoted verbatim.

A statistical approach has been incorporated, with the objective to place in relative context each issue raised by the country entries. The statistics are accurate to one decimal point, except for two exceptions where total percentages have been rounded down rather than up, in order to achieve the total figure of 100.0% without distorting its individual components. That said, the statistics should not be taken as anything more than what is intended to be a useful indicator of emphasis, and it is essential to note the various occasions where information has been unavailable to any significant extent.

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PART I

ANALYSIS AND SYNTHESIS

SECTION I

THE NATURE AND EXTENT OF THE LEGISLATION PERTAINING TO SPECIAL NEEDS EDUCATION

1. The Nature of the Legislation

The first section of this Study examines the nature of the legislation pertaining to special needs education in terms of special education as a constitutional right (in the sense of a general right which is contained within a body of fundamental and broad principles according to which a country is to be governed); the relationships between special education and the universal right to education, and disability as a basis for the right to education; and the extent to which the legislation is prescriptive (i.e. mandatory) or permissive (i.e. discretionary). It then analyses the extent of the legislation in terms of broad classifications of special needs as expressed in the legislation.

Although in a number of cases the legislation sets out requirements which must be met as to delivery of special educational provision, section I of this Study does not consider such matters, which will be covered later under other headings (e.g. responsibility for and the organisation of special education).

Constitutional rights

Table 1.1
Special needs education expressed as a constitutional right

Classification	Countries	
Education and special education as separate rights	3	5.8%
Education generally[1] as a right	4	7.7%
Education generally[2] and disability as a right	5	9.6%
Total	12	23.1%

1 - The Irish constitution restricts required provision to primary education, but see Table 4.1 (infra) as to compulsory school age.

2 - The constitution of Sri Lanka refers to "...the advancement of...disabled persons" (emphasis added), which has been taken to include education.

Special needs education is expressed as an explicit constitutional right in 3 countries, and it is a right arising from disability in 5 other countries. The

constitutional references, therefore, amount to 8 in all (15.4% of countries). Even then, legislation by way of Acts, Laws etc. is required to give practical effect to the general principle, and such legislation may contain or refer to other provisions as to general rights, such as protection against discrimination. As to the imperative nature of the legislation, arising in this and other sections of the Study, legislation is treated as mandatory when expressing special education as a right which `shall' be observed or when specifying the provision for special education as a duty or a responsibility which the State has assumed, and permissive if conferring a mere discretion.

Acts, Laws, Regulations etc.

Table 1.2
The elements and volume of legislation[3] pertaining to special needs education

Classification	Countries	
Countries with special needs education legislation	48	92.3%
No special needs education legislation[4]	4	7.7%
Special education allied with anti-discrimination[5] rights	10	19.2%
Mandatory nature of the legislation[6]	47	90.4%
No total is shown because of overlapping classifications		

3 - 'Legislation' includes Acts, Laws, Regulations, Decrees and Government or Ministerial Resolutions or Orders, and also (in the case of France) executive Circulars.

4 - In Ireland, Namibia, Uganda and Zambia, legislation is proposed and special education provision exists, or is being introduced (Namibia).

5 - References to `anti-discrimination' include disabilities, equal opportunities, race or ethnicity, gender and religion.

6 - Germany has no national legislation, responsibility for education being within the jurisdiction of Federal Districts. The education system is described as "co-operative federalism", provision for special education being made by each District. Five new Districts from the former German Federal Republic (GDR) must also have their school law adapted as a result of the GDR joining the Federal Republic of Germany in 1990. The tenor of the legislation is not clearly mandatory, but the school law of the Districts may ultimately prove to be so.

The mandatory nature of the legislation in 47 countries out of the 48 countries with special needs education legislation is consistent with the broad theme of the State accepting responsibility for the disadvantaged, and in 10 countries (19.2%) giving further explicit support by way of legislation prohibiting discrimination.

Integration

Two concepts of integration recur. The first sense is pedagogic, in that it involves the admission of children with special educational needs in `ordinary' or `regular' schools and may be described as `pedagogic integration'. This may be mandatory under legislation, or it may take the form of statements of policy which aim to encourage such integration. There is also a broader concept of what may be described as `socio-economic' integration into the community and the world of work and leisure, expressed in the legislation as a goal or an objective of special needs education. Integration is analysed in detail later (section V, *infra*).

The Extent of Legislation

Again, this section of the Study does not consider matters which are covered under other headings. The sole objective of the following analysis is to answer the single question as to the extent to which `special needs education' is defined and categorised in the relevant legislation of the 52 Member States.

Table 1.3
Classifications of special needs expressed in the legislation

Classification		Countries	
Class A	Disability, handicap or deficiency alone	31	59.6%
Class B	Disability and learning difficulties combined	9	17.3%
Class C	Learning,[7] pedagogic, intellectual difficulties alone	5	9.6%
Class D	General reference[8] to special needs	3	5.8%
Class E	Information unavailable	4	7.7%
Total		52	100.0%
Classes A and B combined		40	76.9%

7 - The legislation in Greece is expressed as "immigrant children and other pupils with learning difficulties".

8 - As to Germany, see note 6 (supra). In New Zealand there is a Statement of Intent by the Ministry of Education (1991), outlining major legislative changes and which envisages special provision for those with disabilities and those with learning or social difficulties, thus changing the emphasis from a general reference (class D) to an explicit combination of disability and learning difficulties (class B).

There are divergent views as to categorisation. In France the assessment is an estimated `rate' of disability (established with respect to national standards). Romania has specific categories of disability in the legislation, while in Portugal classification and diagnosis are based on pedagogical rather than medical criteria.

By contrast, Denmark takes the view that the "traditional division of handicap into groups" is considered "invalid and superfluous". The number of countries which express special needs in terms of learning, pedagogic, or intellectual difficulties alone is modest (5 countries, 9.6% of total). From these, it should be noted that in one case (Belgium) the legislation has two basic principles. First, the Act gives only a pedagogical definition of `handicap' and not a medical, psychological or psychometric one and stresses an educational rather than a therapeutic approach for ameliorating disability, also defining `handicap' in terms of extra educational and didactic needs. Second, the legislation also provides for special needs education to be divided into eight types or pedagogical settings in order to meet the needs of the individual student (and these, described in a decree, include physical and mental handicap, emotional and behavioural problems and serious learning difficulties). Each type of special education has its own didactic content, teaching methods and organisation, adapted to the educational needs of the pupils. The central emphasis is, none the less, on pedagogical needs. Overall, however, the predominant definition of special needs in the legislation is `disability' or `handicap', whether standing alone (class A, 59.6% of countries) or in combination with learning, pedagogic and other difficulties (class B, 17.3%). As a result, in 40 countries (76.9%) `disability' or `handicap' are a constituent of the classification. A breakdown of the elements of `disability' and `handicap', and of references to needs and/or objectives expressed in socio-economic terms, demonstrates the extent to which special needs are categorised.

Table 1.4
Disability expressed as physical, mental or sensory difficulties

Classification		Countries	
Class A	Disability, handicap, or deficiency alone	20	38.5%
Class B	Disability and learning difficulties combined	7	13.5%
	Total	27	52.0%

Table 1.5
Disability expressed as emotional, behavioural or psychological difficulties

Classification		Countries	
Class A	Disability, handicap, or deficiency alone	9	17.3%
Class B	Disability and learning difficulties combined	3	5.8%
	Total	12	23.1%

Table 1.6
Socio-economic factors or integration into the community expressed as a goal

Classification		Countries	
Class A	Disability, handicap or deficiency alone	12	23.1%
Class B	Disability and learning difficulties combined	2	3.9%
	Total	14	26.9%

Gifted children

The spectrum of special needs education has been widened by 3 countries (5.8%) in which gifted children have special educational needs. Columbia refers to "exceptional capacities", and Brazil to "gifted students". Costa Rica has also been included under this heading, because the legislation refers to "maximising the development of the person", a Department in the Ministry of Education having among its responsibilities "Giftedness". In addition, the publication *Basic Education in Namibia* (1992) proposes that children with special needs shall include the "highly gifted".

Summary - section I

1. Provision for special needs education is either an explicit constitutional right, or such a right arising from disability, in 8 countries (15.4% of total).
2. 48 countries (92.3%) have enacted legislation pertaining to special needs education. The remaining 4 countries (7.7%) have active proposals; 3 of those countries have existing special education provision, which is being introduced in the other country.
3. The legislation in 45 countries (86.5%) defines special needs in terms either of a disability or a learning difficulty. In 40 countries (76.9%) the legislation refers to disability, handicap or other deficiency, either as a single definition or in combination with learning, pedagogic or intellectual difficulties.
4. In 31 countries (59.6%) the definition of special needs is expressed solely in terms of disability, handicap or other deficiency. By contrast, in 5 countries (9.6%) that definition is expressed solely in terms of learning, pedagogic or intellectual difficulties. Gifted children are treated as having special educational needs in the legislation of 3 countries (5.8%).
5. 27 countries (52.0%) express disability and learning difficulties in terms of physical, mental or sensory difficulties. 12 countries (23.1%) also express disability and learning difficulties in terms of emotional, behavioural or psychological difficulties. 14 countries (26.9%) do not break down the constituent elements of disability, handicap or learning difficulties.

SECTION II
SPECIAL NEEDS EDUCATION - RESPONSIBILITY AND ORGANISATION

1. The Responsibility for Special Needs Education

Section II of this Study analyses the manner in which responsibility for special needs education is imposed by legislation. It then focuses on the question of organisation, in the sense of identifying how policy as to special needs education is administered. The manner and extent to which special needs education is integrated in ordinary/regular schools or delivered in special schools is considered in section V (*infra*).

Table 2.1
Responsibility expressed in the legislation as either a central or local function

Classification	Countries	
Central or Federal Government responsible for special needs education[9]		
Function of Government in general terms	1	1.9%
Ministry of Education or Minister	14	26.9%
Ministry of Education with a Special Needs Department[10]	23	44.2%
Education, Social Welfare/Affairs, Health, jointly[11]	7	13.5%
National Council or Commission[12] without any Special Needs Department	2	3.9%
Local Authority, State,[13] or others responsible for special needs education	4	7.7%
Information unavailable	1	1.9%
Total	52	100.0%

9 - Both public and private institutions or sectors are referred to by 11 countries under various headings.

10 - The expression 'Department' includes bodies such as a National Department, Commission or Crown Agency, on the basis that their work is within the scope of the responsibility of the Ministry of Education. El Salvador, Jordan and Pakistan have relevant Directorates as well as National Councils corresponding to those described in note 12. Zambia also has an Inter-Ministerial Steering Committee.

11 - This category arises from an overall focus on disability:

Education and Health: Bulgaria (where a Medical and Pedagogical Board determines admissions);

Education and Social Welfare: Finland;

Education, Health, Social Welfare: China, France, Italy, Malaysia;

Department of Employment, Education and Training: Australia.

12 - Delegates sent from Ministries of Education, Employment, Health, Social Welfare and others: Nicaragua (but where in practice only Health and Social Welfare are active and support only the rehabilitation of victims of war), Tunisia (delegates also sent from additional Ministries).

13 - This phrase includes Provincial, Regional, District and Municipal authorities generally and States, Provinces or Districts within Federal systems: Austria, Canada (based on New Brunswick as an example), Germany, Holland.

In 47 countries (90.4%) central or federal government is responsible for special needs education. In 37 countries (71.2%), Ministries of Education are charged explicitly with the responsibility for special needs education, and 23 of these (62.2% of the 37 countries, 44.2% of total) have a Special Needs Department in the Ministry of Education.

The complexity of the issues is illustrated by the fact that in 7 countries (13.5%) responsibility for special needs education is shared jointly with one or more separate Ministries, and in 2 countries (3.9%) the responsibility is assumed by a National Council or Commission. As a result, in 9 countries (17.3%) the Ministry of Education shares responsibility for, or is only party to, decisions as to special needs education.

There are only 4 countries (7.7%) where the Local Authority or State (as defined in Table 2.1) is responsible for special needs education, 2 of which (Canada and Australia) are large geographical federations.

2. The Organisation of Special Needs Education

The position is different in respect of the organisation of special needs education.

Table 2.2
Organisation (administration) of special needs education legislation

Classification	Countries	
Central or Federal Government implements legislation		
Government Ministry	31	59.6%
Specified Officer within Ministry	3	5.8%
Local Authority, State or others (*per* Table 2.1) implements legislation		
Where Central or Federal Government responsible for legislation	11	21.2%
Where Local Authority or State responsible for legislation[14]	5	9.6%
Specified Officer	1	1.9%
Information unavailable	1	1.9%
Total	52	100.0%

14 - In Iceland, the Philippines and Sweden there is an emphasis in favour of increased decentralisation.

When it comes to the organisation of special needs education, the administrative function is exercised centrally in 34 countries (65.4%). In 17 countries (32.7%) special needs education is administered locally. This is a significant contrast to the number of countries (4, constituting 7.7%) in which overall responsibility, especially in terms of policy, has been allocated locally (Table 2.1).

There are various national or local bodies with co-ordinating or advisory functions. Those which make a pedagogic contribution should be distinguished from others which are concerned generally with the disabled and (for example) their social integration.

Table 2.3
Other bodies making a pedagogic contribution to special needs education

Classification	Countries	
National[15] advisory function as to policy and/or training	5	6%
National and Local[16] functions	1	9%
Local[17] co-ordination of special needs pupils into schools	1	9%
Total	7	13.4%

15 - These are a separate category from the National Bodies identified in Table 2.1 as having responsibility for special needs education. In Tanzania such bodies are voluntary and charitable, national and international, in providing materials and training special needs teachers.

16 - In Venezuela the objective of the relevant Foundation includes research as well as assisting in implementing policy and international participation.

17 - This is a function of the Cuba Association of the Physically Disabled at the provincial level.

Summary - section II

1. In 47 countries (90.4%) responsibility for special needs education rests with central or federal government. In 4 countries (7.7%) special needs education is the responsibility of a local authority, state or province (with no information in 1 case).

2. The Ministry of Education is responsible for special needs education in 37 countries (71.2%), and 23 countries (44.2%) have a Special Needs Department. In 7 countries (13.4%) the responsibility for special needs education is shared jointly with one or more other Ministries. Because a National Council or Commission is responsible in 2 countries (3.9%), the Ministry of Education shares responsibility for, or is only party to, decisions as to special needs education in 9 countries (17.3%).

3. Special needs education is organised (i.e. administered) centrally in 34 countries (65.4%), and by local authorities in 17 countries (32.7%). This is in contrast to the allocation of responsibility set out in paragraph 1 (90.4% and 7.7% respectively).

4. Other bodies make a pedagogic contribution to special needs education centrally in 6 countries (11.5%) and locally in 1 country (1.9%).

SECTION III

IDENTIFICATION, ASSESSMENT AND ORIENTATION (PLACEMENT)

Introduction

The data on which the following analysis is based offers an interesting variety of approaches to the manner in which pupils and students with special needs are identified and assessed, and to the consequential decision as to the appropriate type of educational provision, 'orientation' being interpreted to mean `placement'.

As background information, 21 countries (40.4%) express the responsibility in terms of a duty imposed on a body specified in the legislation, in most cases the Ministries of Education or Health. Some of the information from the 21 countries referred to is brief and general, although it has been incorporated into the detailed analysis. The statistics are, however, based mainly upon 22 countries (42.3%). These provide a considerable variety of approaches, and raise significant issues. It is probable, therefore, that the analysis of various aspects of identification, assessment and orientation is an understatement, especially because of the lack of information in respect of 11 countries (21.2%).

Identification, assessment and orientation

The dominant theme is assessment, the spirit of the legislation to a considerable extent appearing to be based on the pragmatic assumption that parents, schools, individual teachers and/or organisations concerned with disabled people will in effect identify pupils with special needs.

The processes of assessment and subsequent decision-making are so linked in the legislation that they are treated for the purposes of this section of the Study as essentially one exercise. Because integration and curriculum entitlement are dealt with respectively in sections V and VI of this Study, for present purposes the issues of assessment and orientation are analysed with the specific objective to ascertain who are parties to the processes and decisions.

In 14 countries (26.9%) there are bodies with particular responsibility for assessment and/or orientation. They are described as Commissions, Medical and Pedagogical Boards, Centres, Committees or other generic terms, the common

feature of all of which is expertise both in health and special needs education, their functions being divided as follows.

Table 3.1
Functions of Special Needs Boards, Committees etc.

Classification	Countries	
Bodies with responsibility for evaluation (i.e. assessment) alone	6	11.5%
Bodies making decisions[18] as to orientation	6	11.5%
Bodies with responsibility for evaluation and orientation[19]	2	3.9%
Total	14	26.9%

18 - 'Decisions' includes recommendations or opinions as to appropriate schools.

19 - The National Institute of Handicapped (NIH) in Pakistan is an example of a body with a wide brief which also includes research.

The assessment process emphasises the importance of inter-disciplinary professional co-operation and the express involvement of teachers, parents and (in 4 cases) pupils.

Table 3.2
Express involvement in and consultation as to assessments

Classification	Countries	
Assessment expressed as an inter-disciplinary professional function	22	42.3%
Bodies with responsibility for evaluation, alone or jointly (Table 3.1)	8	15.4%
Teachers expressly involved in the process of assessment	11	21.2%
Parents' right to be consulted in identification, assessment[20] and orientation	24	46.2%
Pupils[21] and parents both entitled to be consulted during assessment		7.7%
No total is shown because of the different and overlapping functions		

20 - Under the General Law in El Salvador, diagnosis and evaluation of disabled students will take place in special schools or by professionals hired by the child's family. See, too, generally Table 8 (infra).

21 - Pupils are entitled to be consulted in Belgium, Denmark and France. In Bulgaria, a child need not stay more than 3 years at a convalescence school unless the child so chooses.

Orientation

The emphasis is different as to orientation, for which fewer persons or bodies are given express powers to make decisions. This is because assessment and orientation are two stages of one exercise.

Table 3.3
Express involvement in decisions as to orientation

Classification	Countries	
Bodies making decisions as to orientation alone or jointly (Table 3.2)	8	15.4%
Decision made by parents[22]	5	9.6%
Decision made by school	3	5.8%
Decision made by school inspector or adviser	3	5.8%
Total	19	36.6%

22 - In Austria, where parents decide whether they wish to send their child to an elementary school adapted to their child's needs or a special school, in the absence of a suitable elementary school the child is required to attend a special school. As to the rights of parents in Hungary, see p 14, infra. *Ireland is included, because all children are required to attend school from ages 6 to 15* unless *their parents choose to make some other educational provision for them.*

Documentation

There is a reference to documentation in the legislation of 4 countries (7.7%). For a child in Belgium to be enrolled in a special school, two documents have to be obtained. The first states that the child is not able to benefit from a regular classroom and indicates the level and type (and, if applicable, the form) of special teaching within special education. The second document justifies the certificate with a synthesis of the professional assessments. Admission to integrated education also requires a certificate of acceptance, with an agreed education plan. In France, a confidential document records the interventions of all relevant specialists, so as to form an individualised record of the student's progress at school and the frequency of medical appointments. When a special school in Holland is deciding whether to admit a child, it is advised by a committee of experts and the parents have access to the committee's report. By Regulation in Iceland, parents have the right of access to all information pertaining to their child's schooling. The question of documentation recurs in connection with the curriculum (section V of this Study), in the form of records for monitoring and reviewing a child's progress.

Reviews

Reviews are specified in 5 countries (9.6%). Formal plans for education in Belgium are regularly evaluated and updated. If a child in Holland enters a special school, he or she is re-assessed after two years to determine whether the child is at the right school or should be moved to another special or to an ordinary school. The child's results are reviewed twice a year in Italy. In the Philippines, periodic evaluation is one of the five stages of identification and admission of children. Monitoring student development, progress and ensuring the quality of education are among the objectives of a Law Decree in Portugal. The question of reviews arises also in connection with the curriculum (section VI of this Study).

Permissive or mandatory legislation

On assessment and orientation, the legislation is permissive in 5 countries (9.6%). In Belgium "special education is a right and never an obligation". The tenor is discretionary in a Canadian Province (New Brunswick), where the Minister "may" provide special education at a child's home or an approved (i.e. not an ordinary/regular) institution, with emphasis on consultation and partnership with parents. Parents in Malta consent "in most cases...to their children being posted in a special school". All recommendations of special education are to be discussed with parents in Norway, where it is necessary to obtain parents' written approval before any measure is put into action. In the Philippines there are "no requirements nor time limitation imposed for attendance to a non- formal education program".

There is a mandatory element in the case of 3 countries (5.8%). Although parents in Austria "decide if they wish to send their children to an elementary school adapted to the child's needs or a special school", in the event that a suitable elementary school cannot be found to meet the child's needs, the child is "required" to attend a special school. In Hungary, although the parents may choose the educational institution for their child's special education, an Act provides that in the interest of a child or student the notary of the local authority can "oblige" parents to take the child for examination by an expert, as a pre-requisite for enrolment at an appropriate institution. A student may be admitted at any time of year in Sri Lanka, but all schools are "required to admit children with special needs", emphasis also being placed on parents as partners in special education.

These comments on the permissive or mandatory nature of the legislation are made subject to an important proviso. The country entries are not necessarily

verbatim translations, and the samples in this Study, especially those above, are merely indicative and not exhaustive.

Summary - section III

1. In 21 countries (40.4%) responsibility for identification, assessment and orientation is stated in general terms as that of a specified body, in most cases the Ministries of Education or Health. There is no information for 11 countries (21.2%). The following statistics are based mainly upon 22 countries (42.3%).

2. There are bodies (described as Commissions, Medical and Pedagogical Boards etc.) with particular responsibility for assessment and/or orientation in 14 countries (26.9%).

3. Assessment is expressed as an inter-disciplinary function in 22 countries (42.3%), and in 8 countries (15.4%) bodies described in paragraph 2 (above) are involved, alone or jointly. Teachers are expressly involved in assessments in 11 countries (21.2%). Parents are involved in identification, assessment and orientation as of right in 24 countries (46.2%) and both parents and pupils in 4 countries (7.7%).

4. Decisions as to orientation are made by bodies described in para 1 (above), alone or jointly, in 8 countries (15.4%). Such decisions are made by parents in 5 countries (9.6%), the school in 3 countries (5.8%), or by a school inspector or adviser in 3 countries (5.8%).

5. There is reference to formal documentation in the case of 4 countries (7.7%). Reviews are specified in 5 countries (9.6%). Both of these matters arise in the subsequent context of the curriculum (Part VI of this Study).

6. The legislation is permissive in 5 countries (9.6%), while there is a mandatory element in the case of 3 countries (5.8%). These statistics are merely indicative and are not exhaustive.

SECTION IV

AGE RANGE COVERED BY THE LEGISLATION

Introduction

In this section of the Study, the data is analysed by reference to the extent to which particular ages for pupils and students with special needs are specified in the legislation, first by age ranges and stages in the education system, and then special education in terms of the number of school years which are stated to be compulsory. Thereafter, the category of school is identified. Individual countries may fall into more than one classification, and for this reason countries are named wherever necessary, in order to clarify the statistics.

Specification by age

Table 4.1
Specification by age ranges

Age range	Country
0 - 18	Zimbabwe[23]
3 - 18	Greece
3 - 19	Norway
3 - 21	Canada (Province, New Brunswick)
5 - 12	Pakistan
6 - 13	Uganda
6 - 15	Ireland
6 - 16	Malta, Namibia, Spain[24]
6 - 18	Finland
7 - 14	Tanzania

*23 - See Table 9, note 39 (*infra*) as to higher education in Zimbabwe.*

24 - Education in Spain is compulsory between ages 6 and 16, but it may be expanded up to age 18.

Table 4.2
Specification by stages of education expressed as age ranges

Age ranges	Country
0 - 4, 4 - 16	Venezuela[25]
0 - 6, 6 - 16, 16 - 29	Iceland
0 - 6, 7 - 20	Sweden
2 - 6, 6 - 13, 13 - 21	Belgium[26]
3 - 6, 6 - 20	Holland
3 - 5, 6 - 12, 13 - 18	Zaire

25 - In Venezuela special education is developed for children from birth until they are 16 years old, first in centres at pre-school level (0 - 4) and then in Institutes of Special Education (4 - 16).

26 - Some pupils in Belgium stay in special education after age 21 due to the lack of a sheltered job or home.

Compulsory school education

The requirement to provide special education is expressed solely in terms of an obligation which lasts during compulsory school education in 10 countries (19.2%) and has been taken to include secondary education unless there is an express statement to the contrary. Three countries (5.8%) express this requirement in terms of a minimum number of years at school (Germany 9-10, Japan and Sweden 9 years).

Special needs provision according to school stages

Table 4.3
Breakdown of special needs provision according to schools

Classification	Countries	
Pre-Primary[27] special needs provision	22	42.3%
Primary school special needs provision	44	84.6%
Secondary school[28] special needs provision	42	80.8%
No legislation as to school age	2	3.9%
Information not available	6	11.5%
No total is shown because of overlapping classifications.		

27 - *Pre-Primary, nursery or kindergarten is not always expressly stipulated, but where countries have specified ages for special needs education lower than 6 years old but there is no express mention of a school, this has been classified as `Pre-Primary' for the purposes of this Study (Canada, Holland, Norway, Pakistan, Zimbabwe). In Malta the minimum compulsory age is 6 and there is also Pre-Primary education. `Pre-Primary` is defined in the text (*infra*).*

28 - *This includes countries in which compulsory school education ends at age 16 (Bulgaria, Hungary, Nicaragua, Portugal, Spain), although in Nicaragua there is no special needs legislation as to age. It excludes 3 countries (Pakistan, Tanzania, Uganda) with upper age limits of 12, 13 and 14 respectively.*

It is arguable that inclusion of countries where there is no information (6) or no legislation (2) results in a distortion, because those two classifications (8 countries) amount to 15.4% of all countries. For that reason, Table 4.4 excludes the 8 countries in respect of which there is no express legislation as to age.

Table 4.4
Special provision according to schools, excluding countries without legislation

Classification	Countries (44)	
Pre-Primary special needs provision	22	50.0%
Primary school special needs provision	44	100.0%
Secondary school special needs provision	42	95.5%

Pre-Primary pupils - a definition

`Pre-Primary' pupils can be defined as under the age of 6 years (matching the ages in Tables 4.1 and 4.2). A feature of both Tables 4.3 and 4.4 is the extent to which Pre-Primary pupils with special needs are included in the education systems of their respective countries. It is significant that 22 countries (representing 42.3% of all countries, and 50.0% of those which have provided positive information as to the age range covered by the legislation) make provision at the Pre-Primary stage. This is a major indicator of the commitment by Member States to identify and to take appropriate action in respect of a disability, handicap or learning difficulty (as defined in section I of this Study) at an early stage in a child's life.

Higher and other "post-school" education

The legislation in 9 of the countries (17.3%) includes references to university, tertiary, higher or "post-studies" education, and to adult education (Belgium and Sweden). The vocational aspect is analysed in section VII of this Study.

Summary - section IV

1. In 12 countries (23.1%) specific age ranges are stated for provision of special needs education, and in a further 6 countries (11.5%) stages of education are expressed in terms of ages. Thus, in 17 countries (32.7%) an age or ages are specified in the legislation.

2. Taking the provision of special needs education expressed according to provision by schools, 22 countries (42.3%) make express provision at the pre-Primary stage (taken, for the purposes of this Study to mean pupils under the age of 6).

3. On the same basis as paragraph 2 (above), 44 countries (84.6%) make express special educational provision at primary level, and 42 countries (80.8%) make express provision at secondary level.

4. Excluding countries without legislation specifying any age, 22 countries (50.0%) provide Pre-Primary special needs education. Of the same grouping of countries, all (44) provide such education at primary level, and 42 (95.5%) also provide such education at secondary level, taken to mean (for the purposes of this Study) up to the age of 16 years.

5. University, tertiary or higher education is expressly referred to by 9 countries (17.3%).

SECTION V
INTEGRATION

Introduction

While the concept of `integration' is familiar, this Study does not assume that there is a universal agreement as to what it involves. Indeed, two possible forms of integration have been identified in section I (*supra*), namely integration in the sense of the provision of education (described in this Study as `pedagogic integration'), in contrast to integration more generally into the community and the world of work and leisure (described as `socio-economic integration'). A distinction is drawn, therefore, between the two approaches to integration, justified by reference to the legislation. Account is taken also of countries which have a policy on integration, the Study treating such policy as quasi-legislation, in that it has been formulated by the government of the country and is put into effect on a basis that is enforceable.

Integration in the pedagogic sense

An explanation of `integration' in the pedagogic sense must be derived solely from within the legislation analysed in this Study. A recurring alternative to the notion of `special' needs is the expression `exceptional' needs. Because special needs are `exceptional', they are not `ordinary'. The issue, therefore, is whether all children (with and without exceptional needs) should, in principle, be educated in an `ordinary' (or `regular' or `mainstream') school, thereby integrating the learning experience of exceptional children into a mainstream framework. It follows that exceptional educational provision is blended into an ordinary school's range of provision. Where integration applies, there remains still the practical question as to the extent to which in ordinary schools it is possible to provide facilities (i.e. adapted accommodation, specialist teachers, equipment, and multi-disciplinary professional support) which are suitable for each child's special needs. The principle of integration (described in this Study as `mandatory pedagogic integration') acknowledges, accordingly, that some children have such disabilities and/or learning difficulties (from those classified in Table 1.3, *supra*) that education in a special school is necessary. There are countries (Table 5.1, *infra*) where there is a definite policy favouring integration in the pedagogic sense, but this has not been classified as truly mandatory.

Principles underlying pedagogic integration

The majority of country entries express pedagogic integration in succinct terms with two elements - (i) the *prima facie* right of a child with special needs to be educated in an ordinary school, subject to (ii) an ordinary school having the capacity to meet those needs. It is possible, however, to extract from a modest number of detailed country entries more specific principles underlying integration, based on legislation (including circulars stating policy).

A 1984 review in the State of Victoria, Australia, offers a useful focus by setting out the principles as the right of every child to be educated in a regular school; provision to be organised according to student needs rather than disability; resources and school services should be school based; decision-making should be collaborative; all children can learn and be taught; and integration is a curriculum issue.

Student needs are expressed elsewhere in terms of partial or full integration as judged appropriate. Thus, in a circular letter (1994) the Minister of Education of the Flemish Community in Belgium accepted the `equivalence' principle, meaning that although some pupils cannot follow all the lessons of the regular programme due to their disability, they can graduate with approved replacement lessons. One of the main points of a 1990 Law in Spain is the attention to the diversity of interests, abilities and aptitudes of students, foreseeing measures to adjust the curriculum and organisation of schools to the needs of all students, special education only being authorised if the student's needs are not met in a regular school.

An organisational strategy for integration may be seen, alternatively, as having a locational approach, according to the student's needs and disability, and integration may be accomplished by a phased method. Chile achieves integration of children with mental, sensory or motor deficiencies either in special education courses in parallel to regular classes or by integration workshops, in each case with the assistance of special educators, while children with mild or moderate disabilities follow common courses at every level. In 1983, France adopted a very similar approach to that of Chile, and then in 1991 a French circular established "classes of school integration", designed to promote the transition of disabled students into regular classes. A variation of that approach is seen in The Philippines, where the concept of a "school-within-a-school" has been developed, by way of a special educational centre as part of a regular school, preparing disabled children, physically and psychologically, to shift into the regular class in the school, either partially or totally.

Collaboration has been amplified in particular in Germany, Italy and Namibia. The functions of the German "Resource Centres" include co-ordinating expertise and remedial programmes, assisting teachers with special needs competence, advising parents, and generally co-ordinating in a multi-disciplinary way all of the disabled child's classroom provision. Italy provides for support from specialised personnel from the psycho-pedagogical services, while an Observatory Committee (which includes representatives from a number of relevant Ministries) evaluates current integration practices and makes proposals for future integration projects. Namibia has devised the Committee for Assistance in Remedial Teaching System (CART System), by which selected class teachers are to be trained at certain schools in the rudiments of diagnosing learning problems, discussion with parents and principals, advising other teachers of children with learning difficulties, referring students with serious problems and conducting weekly meetings with colleagues and the principal for case studies.

Integration in the socio-economic sense

The legislation in a significant number of countries provides for integration into society or the community as a wider goal than education alone. This expresses integration frequently in terms of rehabilitation, based upon the right of the disabled to education, health, labour and leisure (including sport). As shown in Table 1.2 (*supra*), the special education legislation may also be linked with anti-discrimination rights. The concept of `normalisation' and living conditions is also expressed in terms which are relative to persons who are not handicapped. It is important, therefore, to recognise that `integration' is referred to in the legislation in this socio-economic sense, together with the fact that there are countries which include in their legislation both the pedagogic and the socio-economic approaches.

The role of policy

Various countries state a formal policy of integration. Specific reference has been made above to a formal review (Victoria, Australia) and a circular letter (Belgium). Policy alone has not been treated in this Study as equivalent to legislation. Table 5 summarises the position.

Table 5.1
References to `integration' in the special needs education legislation

Classification	Countries	
Mandatory pedagogic integration	23	44.2%
Partial integration (pedagogic)[29]	4	7.7%
Socio-economic integration as an objective	20	38.5%
Legislation which refers to both concepts of integration	15	28.8%
Legislation as to integration (pedagogic) in draft/process[30]	5	9.6%
No legislation[31]	15	28.8%
Information unavailable	5	9.6%
No total is shown because of overlapping classifications		

29 - Local (States' and Territories') policies on integration vary significantly in Australia, from one of integration (Victoria) to another (Queensland) which avoids the use of `integration', `handicap' and `mainstreaming'. Integration is partial in Bulgaria, where there are special classes in Pre-School and Primary regular schools. Canada has given the Province of New Brunswick as an example, which is included in this figure. Japan is included because there is provision for "mildly handicapped" children in special or ordinary classes with special arrangements.

30 - This comprises Germany (Districts), Greece, Ireland and Uganda (all of which are also included under the heading `policy alone', due to existing policies), and Holland (as at June 1994). This does not, however, include Austria, where pilot "integrative classes" have been created and which, if judged to be successful, will result in amending legislation which will take them into mainstream education.

31 - In 3 countries there is partial integration on what appears to be an informal basis only. In Malaysia, students who are visually and hearing impaired are present in mainstream classrooms. Malta has no policy for integration, but children with mild learning difficulties and the physically handicapped are integrated into regular schools. In Nicaragua, efforts have been made to integrate at primary level, but with no legislation or formal policy or plan to support this initiative.

Table 5.2
Reconciliation of classifications of integration in the legislation

Classification	Countries	
Pedagogic integration - mandatory (23), partial (4)	27	51.9%
Socio-economic integration (20), less references including pedagogic (15)	5	9.6%
No legislation	15	28.8%
Information unavailable	5	9.6%
Total	52	100.0%

From Table 5.1 it can be seen that there is integration in the pedagogic sense through legislation in 23 countries (44.2%), and that when partial integration is taken into account there is a formal element of pedagogic integration in 27 countries (51.9%). The manner in which successful pedagogic integration is maximised in practice is illustrated by an executive Circular in France (1976), to the effect that it will be most successful if it is supported by the child, teachers and the administration. Section VIII of this Study enlarges upon the role of parents generally.

The Philippines provides for both full and partial integration, which is referred to as the "zero reject model". The extent to which integration is carried into effect in any country, none the less, depends ultimately on the nature and scale of the child's needs and the capacity of an ordinary school to meet them, an issue which is analysed also in terms of curriculum entitlement in section VI of this Study.

In 5 countries (9.6%) there are proposals to legislate. On the other hand, Denmark considers that integration cannot be promoted directly through legislation, taking the view that it may impede the process, and so "normalisation and decentralisation are embodied in laws which pave the way for integration".

The emphasis on socio-economic integration in 20 countries (38.5%) is consistent with the predominant emphasis on disability or handicap, which has been shown to be a constituent of the classification of special needs in the legislation of 40 countries (Table 1.3, *supra*). The tenor of the legislation on socio-economic integration is mandatory when dealing with anti-discrimination issues, but while in other respects it is not permissive (i.e. discretionary), it constitutes wide-ranging goals or objectives (for example, integration into the community and the world of work, leisure, and/or raising the individual's self-esteem) rather than imposing a measurable outcome. These latter aspects of socio-economic integration (goals or objectives) may be described as mandatory guidelines - i.e. guidelines that are regarded as statutory obligation.

Summary - section V

1. There are two substantive concepts of integration throughout the legislation, namely the provision of education for children in ordinary/regular schools (described in this Study as pedagogic integration), and a broader type of integration which is expressed in terms of anti-discrimination and/or integration into society, the world of work and leisure etc. (described as socio-economic integration).

2. Of the principles underlying pedagogic integration, the fundamental consideration is the individual pupil's needs. In some instances a phased process is used to meet the pupil's immediate needs by locating special education programmes within a regular school, aiming ultimately to achieve the maximum possible degree of integration in the same school.

3. Pedagogic integration is mandatory under the legislation in 23 countries (44.2%). Formal pedagogic integration is partial in 4 countries (7.7%). When partial integration is included, there is a formal element of pedagogic integration in 27 countries (51.9%). In 3 other countries (5.8%), partial integration exists on an informal basis.

4. Legislation as to pedagogic integration is in draft/process in 5 countries (9.6%).

5. Socio-economic integration is an objective in the legislation of 20 countries (38.5%). This reflects the predominance of disability or handicap as a constituent of the classification of special needs in 40 countries (76.9%). It is mandatory to the extent that it is expressed as being anti-discrimination. By contrast, much socio-economic integration is expressed in terms of goals or objectives, which do not have measurable outcomes and therefore can be described as mandatory guidelines.

6. In 15 countries (28.8%) the legislation refers both to pedagogic integration and to socio-economic integration. `Integration', expressed either in terms of education or more broad social objectives, is referred to in the legislation pertaining to special needs education in 41 countries (78.8%).

SECTION VI

CURRICULUM ENTITLEMENT

The fundamental basis for the curriculum

The first issue in this section of the Study is the extent to which the curriculum for children with special needs is based on a country's regular curriculum at any stage or on a special curriculum. The notes to Table 6.1 demonstrate variations in terminology and emphasis.

Table 6.1
Curriculum entitlement based on regular or special curricula.

Classification	Countries	
Curriculum based on a regular[32] curriculum, adapted for special needs[33]	22	42.3%
Special curriculum for special needs children[34]	12	23.1%
No provision for special needs curriculum[35]	5	9.6%
Information unavailable	13	25.0%
Total	52	100.0%

32 - This classification comprises those countries where the predominant emphasis is on a regular, compulsory or national curriculum, adapted for children with special needs. The State of Queensland is the basis for including Australia. The classification includes also those countries where there is, exceptionally, a separate curriculum for specific needs, as, for example, Bahrain, which aims to provide an integrated curriculum for all with "compensating" facilities, but which compels special centres such as the Blind Institute to have their own curriculum addressing particular needs. El Salvador is included on the basis that the curriculum in special schools is "related to the official programs of the regular schools". In Germany the autonomy of the Districts leads to "differences as well as parallels in policy" but there are "remedial programmes in addition to and in connection with the basic instruction courses". All schools in Iceland are required to implement the national curriculum, but a Regulation defines special education according to "a significant change in teaching objectives, content, situation or method" relative to children of the same age. Sweden provides for adult education.

33 - There is discretion as to the extent of the adaptation. In some countries this is express, as, for example, in Cape Verde, where the obligatory school curriculum "may" be adapted to the needs of the student, and in Greece, where there are no separate special education curricula, but teachers and school advisers jointly have the "right" to make adjustments to the ordinary school curricula.

34 - Although in Belgium the special education curriculum is "more or less similar to the curriculum of regular education", special provision is based on explicit types of special education, each with their own objectives (section I, supra). In Bulgaria, for every special school and according to the type of school there is a specific methodological programme. Holland has legislation as to integration pending (see Table 5.1, supra). Pakistan has different priorities in the learning and pace of progress, with curriculum guidelines for teachers and use of regular textbooks with some adjustments. The Department for Education in Venezuela must see that each student receives an individualised teaching programme. Zambia expresses the provision as "modified supplementary curricula".

35 - The country entry for Italy as to curriculum entitlement states that there are no differences between disabled students and normal ones, but a student who has a very severe disability can obtain only a certificate of frequency (instead of the normal title) at the end of the compulsory education. In Tunisia a Decree is restricted to vocational training for persons with motor impairments. Uganda's national curriculum does not mention curriculum entitlement for children with special needs. While there are no formal programmes in Zaire, there are projects to create national programmes for the different levels of schools.

At first sight, it may appear curious that, whereas the total of all forms of pedagogic integration in Tables 5.1 and 5.2 (*supra*) is 35 countries (67.3%), the total number of countries which have an entitlement based on a regular curriculum, adapted for special needs, is 22 (42.3%) (Table 6.1, *supra*). The data underlying this Study has been extensively analysed in statistical as well as qualitative terms. The apparent discrepancy between the statistics on integration and entitlement to an adapted regular curriculum is due (briefly) to two factors. First, information as to curriculum entitlement was unavailable in 13 cases (25%), but in 8 of those countries there was positive information as to pedagogic integration, bringing the regular curriculum total of 22 up to a notional figure of 30. Second, a number of country entries (many of them set out in the notes to Table 6.1) quite properly focus on the entitlement to a special educational curriculum. This is not at all inconsistent with the principle of integration, in connection with which this Study has observed that there may be an equivalence principle (Belgium), and organisational strategies within schools (Spain) which may also have a locational approach (Chile, France, and The Philippines - *supra*). There can be a heavy a reliance on statistics to analyse issues such as integration and the curriculum, both of which involve varieties and combinations of approaches, and for the reasons given it can be seen that there is no real discrepancy between two statistics viewing related issues from different aspects.

The curriculum - objectives and procedures

Some country entries make points which indicate that there are broad curricula objectives for children with special needs, and also (to some extent) procedures for monitoring progress and assessing outcomes. Though the numbers of country entries are relatively few, one can express these curricula objectives in the form of Table 6.2, although the stated goals are not always quantifiable.

Table 6.2
Express special curricula objectives

Classification	Countries	
Meeting individual needs, or aptitudes, or disabilities	17	32.7%
Vocational training (including preparation), personal, social development	12	23.1%
No total is shown because of overlapping classifications		

Because 6 countries are included in both classifications, the total number of countries which have express special curricula objectives is 23 (44.2%). When it comes to precise statements as to how these objectives are to be met, the number falls significantly, as follows.

Progress, counseling, records and reviews

There is express mention of monitoring progress by way of special individual teaching plans (3), counseling (3), provision for records (3), and formal reviews (3). Allowing for overlaps, the total number of countries making up these entries is 6 (11.5%). These figures are no more than one method of illustrating certain practical aspects of delivering a curriculum. They are in line with the relatively low numbers of countries which mention formal documentation and reviews in connection with assessment and orientation (section III, *supra*). The most likely explanation for the low numbers is that countries regard these as matters of practice rather than appropriate for formal expression in legislation.

Summary - section VI

1. The curriculum for children with special needs is based on a regular curriculum, adapted for those needs, in 22 countries (42.3%).
2. There is express provision for a special curriculum for special needs children in 12 countries (23.1%).
3. In 5 countries (9.6%) there is no provision for a special needs curriculum.
4. Express special curricula objectives are stated in general terms, either as meeting individual needs or aptitudes or abilities in 17 countries (32.7%), or educating children through vocational training (or preparing them for such training), or providing personal and/or social development in 12 countries (23.1%). Because 6 countries have both types of special curricula objectives, the total number of countries which have express special curricula objectives is 23 (44.2%).
5. 6 countries (11.5%) have express provision for monitoring progress, and/or special individual teaching plans, and/or counseling, reports and/or reviews.
6. Because of the relatively high number of countries (13) in respect of which information is not available (25.0%), the figures given are illustrative of trends and emphasis, and have been incorporated on that basis.

SECTION VII

POST 16 YEARS - VOCATIONAL EDUCATION

References by the country entries under this heading include preparation for vocational education and provision of such training for pupils and students with special needs in schools, institutes and other centres. Where country entries have identified a Department or other responsible body or the actual provider of vocational education, it has been assumed that there is a legislative basis for that information. This Study identifies the objectives of vocational education. The extent to which such education is available is analysed according to the age ranges of the students and the type of institution in which it is delivered.

The objectives of vocational education

A total of 15 countries (28.8%) state some form of objective. Integration into work and the acquisition of skills are the major objectives of vocational education in 12 countries (23.1%). This is variously expressed in terms also of the acquisition of self-sufficiency, developing a professional attitude, creating equal opportunities, as part of social integration into the community, an aspect of citizenship, and as personal development. In Jordan, the result of vocational education should include support for protected workshop projects, an approach to be found also in Belgium. Two countries refer specifically to the wishes or preferences of the individual student as a major factor in decisions regarding vocational education.

In a number of countries there is, therefore, a stated purpose which considers vocational *education* as more than simply training to acquire skills. Although the primary objective is preparation for the world of work, an explicit commitment to education rather than a narrower view of training is demonstrated by an emphasis on the ability to adapt to and play a constructive role at work and in society, as well as on personal development.

Age ranges for vocational education

The ages include generalisations such as upper secondary, or secondary level, and specific ranges between the ages of 15-16 to 18-19 in 8 countries, the minimum age being stated as the end of compulsory education by 2 countries, 10 in all (19.2%). The length of vocational education is specified by 2 countries (3.9%) as 3 and 3-4 years respectively. Costa Rica implements vocational-based programmes both at high schools and, for persons aged 14-18 years with mild

and moderate disabilities, in community educational institutions. In Mexico, apart from the right to a technical secondary education, there is an entitlement at the post-primary stage to enter into a special education training centre.

Institutional provision of special needs vocational education

There is a wide variety among the types of institutions which provide vocational education, as shown in the following Table.

Table 9
Institutions providing special needs vocational education

Classification	Countries	
Professional or vocational training institutes, centres or training schools[36]	11	21.2%
Upper secondary or secondary schools[37]	6	11.5%
Special or special vocational schools[38]	7	13.5%
Vocational education available, but no institution specified[39]	9	17.3%
Information unavailable	19	36.5%
Total	52	100.0%

36 - Argentina proposes a plan of co-operation between special education schools and professional training institutes. In Ireland, where three government agencies provide post-school education and training, most post-primary schools offer vocational preparation and training courses. Children in Malta with mild learning difficulties are admitted to a trade school, and pupils with severe learning difficulties are admitted to adult training centres. Norway offers the choice of vocational training or upper secondary education. Some vocational training colleges in Tanzania, which train disabled youths, are privately owned by non-governmental organisations (NGOs), such as churches, associations of and societies for the disabled.

37 - There are three relevant forms of teaching in Belgium, Form 2 giving pupils a chance to learn some vocational skills in order to find a job in a sheltered workshop, with practical outside training; Form 3 is comparable to regular vocational training, but with a more individual approach; and Form 4 is the regular vocational curriculum for youngsters with a normal mental ability. Under the Constitution in Brazil, preparation for labour and citizenship is an objective of the education system, all people with special needs having the same rights as others.

38 - In Greece there is a small number of special lyceums for deaf and physically handicapped children; deaf and blind students who finish the lyceum may enter University without entrance examinations. In Venezuela, vocational orientation is initiated during education in special schools and is developed further in units such as those caring for young people and adults with mental retardation and centres for the rehabilitation of the blind. Although there is a network of special vocational schools in Romania, many local special sections/classes for vocational training have been opened recently in ordinary/vocational training schools.

39 - There are current preparations in some Districts of Germany to improve vocational training and job prospects for young people with special educational needs. In Zimbabwe, the Ministries of Social

Welfare and Health work hand-in-hand with NGOs to provide vocational education for children with special educational needs.

From this Table it can be seen that 24 countries (46.2%) have specified the type of institution in which vocational education is delivered, and that 33 countries (63.5%) state that they provide this education, albeit without specifying to what extent or in what manner.

Summary - section VII

1. Some form of objective for special vocational education is stated by 15 countries (28.8%). The major objectives are integration into work and the acquisition of skills in 12 countries (23.1%). None the less, there are statements of wider objectives, expressed in socio-economic terms, based upon the personal development of the individual with special needs, equal opportunities, and citizenship. It is reasonable to observe that special vocational education is seen, therefore, as more than simply training to acquire skills.

2. There are relatively few references to ages, but special vocational education appears to be concentrated within the age ranges 15-16 to 18-19, during secondary or upper secondary education, also expressed as after the end of compulsory education, from the entries of 10 countries in all (19.2%). The length of special vocational education is stated as 3 and 3-4 years by 2 countries (3.9%). There is alternative provision in 2 countries (3.9%), from 14-18, and post-primary, respectively.

3. Special vocational education is delivered by professional or vocational training institutes, centres or training schools in 11 countries (21.2%); in upper secondary or secondary schools in 6 countries (11.5%); and in special or special vocational schools in 7 countries (17.3%). Special vocational education is available in 9 further countries (17.3%), which do not specify any type of institution.

4. Taking these sub-totals, it can be seen that 24 countries (46.2%) have specified the type of institution in which special vocational education is delivered, and that this provision exists in 33 countries (63.5%). There is no available information as to 19 countries (36.5%).

SECTION VIII

PARENTS

The central emphasis in the legislation

Parents (which includes 'the family' and guardians) of children with special needs are referred to in the legislation primarily in the context of identification, assessment, orientation and integration. This is not surprising, in view of the fact that the assessment of the needs of a child who has not reached the age of majority, and decisions which have to be made as to his or her future, are central to any scheme for special educational provision. Where there is legislation, in general terms it sets out rights and duties, emphasising consultation and collaboration with parents, in some cases with counseling/orientation, in a spirit of partnership.

Consultation with parents and their involvement in decisions occurs also in the wider context of participation in the governance of schools and membership of Parent-Teacher or Parent Associations.

The following Table illustrates the nature and extent of the legal status which is conferred on parents under the special needs legislation pertaining to education.

Table 10
References to rights and duties of parents, guardians or families

Classification	Countries	
General recognition of rights and duties[40] alone[41]	5	9.6%
Rights and duties in identification, assessment,[42] orientation,[43] integration[44]	24	46.2%
Involvement in school's responsibility for policy and/or management[45]	4	7.7%
Formal right of appeal against decisions[46]	2	3.8%
No reference to parents in the legislation	21	40.4%
No total is shown due to overlapping classifications		

40 - Costa Rica defines special education as "the responsibility of the school, the family and the community".

41 - This classification excludes two countries which make both a general and a particular reference to the status of parents.

42 - In El Salvador, the diagnosis and evaluation (i.e. assessment) of disabled students may be by professionals hired by the family (see Table 3.2, supra*).*

43 - In Canada (New Brunswick) if a child is not able to receive a special educational programme in a regular class, the Minister "may" provide such a service at the child's home (or an approved institution). In Ireland, parents may choose to have their children educated other than in school (see Table 3.3, supra*). There is also a home teaching service in Malta.*

44 - The parents' formal consent to special education is required in 5 countries unless (in Austria) there is no suitable elementary school (see Table 3.3). One of the fundamental principles of integration in France is "building relationships between...parent-teacher associations...and parent associations in order to consider the manifold aspects of integration". Parents in Uganda who are unable to pay the normal fees in integrated schools will receive the normal assistance under current proposals.

45 - Each school board in Denmark comprises 5-7 elected parents' representatives, 2 staff representatives, 2 pupil representatives, school chairman and head teacher. The school board "shall lay down the criteria pertaining to the school, including: organisation and instruction, number of lessons for the pupils at each form level, elective subjects offered, special education at the school*, and the distribution of pupils in classes" (emphasis added). Holland requires every special school to set up a Participation Council, comprising elected staff and parent representatives in equal numbers (varying from 6 to 18, depending on the size of school). A Parents' Council advises the parents' representatives in the Participation Council and co-ordinates parental activities. In Uganda, there are proposals whereby an integrated school should have a PTA.*

46 - Chile and China.

One method of identifying and measuring the extent to which parents have rights and duties under the legislation is to deduct the number of countries (i) in which there is no reference to parents (21), and (ii) where there is only a general recognition of parental rights in respect of special needs education (4). These two classifications (26) account for 50.0% of all countries.

Appeals

Two countries provide for the resolution of disputes by specifying a formal procedure for an appeal. In Chile, if there is a dispute between the professional team and the parents or guardians, the school principal will decide the matter. In China, parents may appeal to the school authorities if their child is not admitted to a regular primary or secondary school, all such schools being obliged to admit disabled students who are able to participate in regular classes. There is no corresponding provision in any country for a public authority to appeal if it considers that a parent's refusal to agree to a particular form of special educational provision is contrary to the interests of the child.

It is, however, reasonable to assume that in most (if not all) countries which confer mandatory rights, parents (and/or children) will be able, at least in theory, to apply to the courts for an order to enforce, or to prohibit infringement of, those rights, and also that public authorities will have a similar remedy which enables them to discharge their statutory obligations. It is, of course, questionable in many jurisdictions whether in practice parents or children are able to take proceedings, due to the cost and risk involved.

Summary - section VIII

1. There are references to rights, and to duties, of parents throughout the legislation. The primary emphasis is on parental involvement in identification, assessment, orientation and integration in 24 countries (46.2%).

2. There is an express right of appeal under certain circumstances in 2 countries (3.8%). That said, it is reasonable to assume that in most (if not all) countries which confer mandatory rights, parents (and/or children) will be able to apply, at least in theory, to the courts for an order to enforce their rights, and that public authorities may also have a similar remedy.

3. Parents are involved in a less personal manner by way of school governance and policy in 5 countries (9.6%).

4. In 21 countries there is no legislation (40.4%). Taking those 21 countries together with the 5 countries where the legislation makes only a general reference to parents, in all 26 countries (50.0%) make either no, or only a very general, reference to parents.

SUMMARY AND CONCLUSIONS

The *nature and extent of the legislation* is illustrated by the fact that 48 countries have enacted legislation (which is mandatory in 47 countries) pertaining to special needs education, and the remaining 4 countries have active proposals (with provision already existing in 3 of those countries). The definition of special needs is according to categories of disability, handicap or other deficiency alone in 31 countries. In 5 countries that definition is expressed solely in terms of learning, pedagogic or intellectual difficulties. In 40 countries the legislation refers to a combination of disabilities and learning difficulties. There is, therefore, a clear pattern of categorisation, and in the case of disabilities there is a distinction between physical, mental or sensory difficulties and emotional, behavioural or psychological difficulties. Gifted children are treated as having special educational needs in 3 countries.

Responsibility for special needs education is predominantly the function of central (or federal) government (47 countries). It is the function of a local authority in 4 countries (no information being available in 1 case). The Ministry of Education is responsible in 37 countries and 23 countries have a Special Needs Department. The Ministry shares responsibility in 9 other countries. Special needs education is *organised* (i.e. administered) centrally in 34 countries, and by local authorities in 17 countries.

Although there is less information available as to *identification, assessment and orientation*, the detailed entries for 22 countries illustrate a variety of approaches. The dominant theme is assessment, there being an apparent assumption that special educational needs will be identified by parents, schools, or organisations concerned with disabled people. A major feature of the assessment process is inter-disciplinary professional co-operation, in consultation with parents and, in 4 cases, expressly with the pupil. There is some evidence of diverging views as to categorisation, but it remains the prime method for determining orientation. Fewer bodies and individuals are involved as decision-makers regarding orientation of a pupil following the assessment. In 8 countries there are bodies which make such decisions alone or jointly. The decision is made by the parents in 5 countries, by the school in 3 countries, and by the school inspector or adviser in 3 countries. There is little formal provision for documentation, and reviews are only specified in 5 countries.

An interesting feature of the *age range* covered by the legislation is that 22 countries provide pre-primary or nursery special needs education, `pre-primary' being defined by reference to the legislation overall as under the age of six years. There is primary provision in 44 countries and secondary provision in 42 countries. The upper age limits vary from 16 to 18-19 years (with 5 countries above those ages, and 4 countries below them). There is provision for higher and other "post-school" education in 9 countries (subject to the proviso that vocational education has been analysed separately).

The legislation discloses two approaches to *integration*. The first is a definition which depends upon integration into ordinary, regular or mainstream schools. Because this approach is based upon teaching and learning criteria, this Study has described it as `mandatory pedagogic integration', for which legislation provides wholly or partially in 27 countries. It goes beyond a presumption in favour of special education in mainstream rather than special schools, as demonstrated by various strategies which include locational and collaborative aspects. Above all, integration in this sense involves dealing with the individual needs of each child, subject to the capacity of a mainstream school to meet those needs. The second approach to integration is described as `socio-economic', in the sense of integration into society, the world of work, leisure, or the community, as specified by 20 countries. These two approaches are not mutually exclusive, the legislation in 15 countries referring to both. Thus, mandatory pedagogic integration is the dominant approach, and 5 more countries have legislation to this effect in draft or in process. Socio-economic integration is more than permissive or discretionary and should be seen as setting goals in terms which constitute mandatory guidelines.

The pedagogic nature of integration is to a large extent reflected by the *curriculum entitlement* of a pupil with special needs. In 22 countries this is based on a regular curriculum, adapted for special needs, whereas in 12 countries there is express provision for a special curriculum for children with special needs. Within those two figures there is substantial variation in detail. It is interesting to note that a total of 23 countries have set broad curricular objectives, expressed by 17 countries as meeting individual needs or aptitudes or disabilities, and by 12 countries in terms of vocational training or personal or social development (6 countries incorporating both objectives). The position is different when it comes to measuring outcomes, where only 6 countries between them provide for monitoring progress by way of special individual teaching plans, counseling, provision for records, and formal reviews. The most likely explanation for this low figure is that monitoring progress is regarded as a matter of practice rather than appropriate for legislation.

So far as *post 16 vocational education* is concerned, the dominant objective, expressed by 15 countries, is integration into the world of work and the acquisition of skills, but this is qualified by the important proviso that there is also emphasis on education in the wider sense of the personal development of an individual with special needs, and equal opportunities as a citizen. The main ages referred to are within the range of 15-16 to 18-19 years. In 11 countries special vocational education is delivered by professional or vocational training centres or training schools; in 6 countries delivery is in upper secondary or secondary schools; and 7 countries deliver special vocational education in special or special vocational schools.

The main emphasis in references to *parents* in the legislation is their role in identification, assessment, orientation and integration. This is not surprising, because it is the central aspect of special needs education. The legislation sets out parental rights and duties in that connection in 24 countries. Only 2 countries specify any appeal procedure, for which the explanation suggested by this Study is that the parents (and also public authorities) are expected to resort to the general law in order to enforce their rights, and that there is no perceived requirement for resolving disputes through a mechanism of appeals in the sole context of special needs education. The other statutory role of parents (and pupils) is participation in the governance of schools in 4 countries.

Lastly, this Study has been an analysis and synthesis based strictly on the data provided to UNESCO by 52 Member States. Considerable trouble has been taken by them to provide a wealth of information.

PART II

COUNTRY SUMMARIES

ARGENTINA

1. Extent and Nature of Legislation

The 1981 Law for the Integral Protection of All Disabled Persons (Ley de Proteccion Integral Para Todos Los Discapacitados) establishes a system of social protection of the disabled in order to include them into normal community life. A disabled person is defined as one who "possess a permanent or prolonged physical or mental defect. That implies considerable disadvantages for the person's familiar, social, educational or integration."

Chapter 2 of the above law states that disabled children will be educated in regular schools and offered necessary support at no cost. Children will be accepted into special schools only if their disability cannot be accommodated in a regular school.

The Law No. 17.11 on The Legal Situation of the Disabled (Situacion Juridica de las Personas Discapacitadas) defines different categories of disability and social protection.

2. Responsibility and Organisation

Article 13 of the 1981 Law states that The Ministry of Education is to be concerned with the education of disabled students and their integration into the school system. They are to define the criteria by which children are to be accepted in regular school, and detect severe disabilities to be treated in special institutions. They also are to create centres for evaluation, orientation, and training teachers.

There is a sub-direction for Special Education as a part of the Ministry of Education.

3. Identification, Assessment and Orientation

Law No. 22.431 gives authority to the Ministry of Public Health to evaluate disabled persons using a team of specialised personnel.

4. Age Range Covered by Legislation

Primary and Secondary school are covered.

5. Integration

The integration of disabled children into regular schools is a guiding principle in the Law of 1981.

6. Financing of Education for Special Needs

Information Unavailable.

7. Curriculum Entitlement

Information Unavailable.

8. Post 16 Years -- Vocational Education

The Department of Special Education Circular No. 1001, 1987 proposes a plan of co-operation between special education schools and professional training institutes. The professional training institutes will illicit community participation and train qualified personnel. The objective of these training schools is to integrate the disabled into a self-sufficient working life.

9. Teacher Training

The Ministry of Education is involved in teacher training.

AUSTRALIA

1. Extent and Nature of Legislation

An Anti-Discrimination Act was passed in 1991. The Disability Discrimination Act was adopted by Parliament on the second of November 1992. This act renders it illegal to discriminate against a person on the grounds of disability. Division two of the Act No. 135 deals specifically

with education. It stipulates that an educational authority cannot refuse admission to a disabled student, cannot deny access, may not expel the student or subject the student to any other detriment. The educational authority, however, may not allow a student to enter an institution that caters to a certain kind of disability if the student does not have that particular disability. Also, a student may not be allowed to enter an institution if the school does not have the facilities or services to provide for the student's disability thus putting the student in a situation of hardship.

In 1986 the Department of Education developed Policy Statement 15, "Integration-mainstreaming students with special needs." Between 1986 and 1990, services for the disabled began to expand, however, the policy statement lacked a management plan to facilitate implementation. Following the state-wide review of education in 1990 "Education: Have Your Say," it was recommended that a management plan to implement Policy Statement 15 be adopted.

In Queensland, The Education (General Provisions) Act of 1989 requires the Minister of Education to provide appropriate educational programs for students of school age. The key issue in the 1990's has been the availability of educational provisions for students with disabilities regardless of their classroom setting. The Policy Statement and Management Plan: Educational Provision for Students with Disabilities is the result of state-wide consultation with the educational community. Some of the policy principles in Queensland include making provision for equitable educational provision, recognising difference and catering for difference, acknowledging that local schools are responsible for initiating evaluation procedures, a commitment to inclusive curricula through a range of options, support of collaborative processes and staff development, and recognition of parental contribution.

2. Responsibility and Organisation

The Department of Employment, Education and Training provides supplementary funding for special education provision. The responsibility for the implementation of special education rests with the State and Territory governments. Specialist schools/facilities, like all schools, are responsible to the General Manager (Schools) in each region. The regional General Managers, in turn, are responsible to the Director of School Education in each State and Territory.

3. Identification, Assessment and Orientation

Information unavailable.

4. Age Range Covered by Legislation

Primary and secondary education are covered.

5. Integration

States' and Territories' policies on integration differ significantly. A 1984 review of education in Victoria, for example, states the following principles for integration:

1) Every child has the right to be educated in a regular school;
2) Provision to be organised according to student needs rather than disability;
3) Resources and services should be school based;
4) Decision-making should be collaborative;
5) All children can learn and be taught; and
6) Integration is a curriculum issue.

To mention another example, in Queensland, The Policy Statement and Management Plan: Educational Provision for Students with Disabilities avoided the use of the terms "integration", "handicap", and "mainstreaming." The focus is on a recognition that all students can learn and that the organisational process requires flexibility of programmes, organisation and structural arrangements.

6. Financing of Education for Special Needs

Financing of special needs education varies between States and Territories. In Victoria, a new funding model of resource allocation for students with disabilities will be introduced. The model will use an index based on the educational needs of students. The resources required to meet the individual needs of the student will be provided at the school the student attends. Each student will be allocated resources in dollar terms which the school will have the capacity to convert to appropriate support.

7. Curriculum Entitlement

In Queensland, the general school curriculum provides the basis for instruction modified according to individual needs.

8. Post 16 Years -- Vocational Education

Information unavailable.

9. Teacher Training

In Victoria, The I.S.I. (Inclusive Schooling-Integration) Program was developed as a professional training workshop and curriculum approach. It was designed to assist schools in the provision of a comprehensive and inclusive curriculum supporting the goal of integration. The programme is to resource and support existing regional, district and school based procedures which support the implementation of curriculum. It offers to school support staff further professional development in curriculum.

AUSTRIA

1. Extent and Nature of Legislation

In 1962, The "School Organisation Act" (Schulorganisationsgesetz) was passed. This act paved the way for reorganising the Austrian school system. The Federal School Inspection Act established that school inspection be carried out by Federal authorities with the provincial school boards as subordinate. The 13th amendment of the "School Organisation Act" (1991) stimulated the creation of pilot projects concerning the joint instruction of disabled and non-disabled children. These "integrative classes" constituted no more than 20% of the special education classes in a province. The pilot projects were started in the Hauptschulen (compulsory secondary schools), the lower bracket of the AHS (top-level secondary schools), Polytechnische Lehrgange (pre-vocational courses). The pilot projects continued in 1992-3. The ratio between handicapped and non-handicapped children in these classes is approximately 1 : 4. The number of pilot classes rose from 50 in 1988-1989 to 206 in 1991-1992. If these integration projects are judged to be successful, they will be taken over into mainstream educational system by an amendment to the School Organisation Act.[1]

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[1] CERI/OECD, *Report Prepared for the OECD/Ministry of Education*, Netherlands, December 1-3, 1993, p.71.

2. Responsibility and Organisation

While the School Organisation Act was passed at the national level, implementing the legislation was left to the Austrian Federal States. For example, co-operation between primary school classes and special school classes was fuelled by the efforts of local teachers. This kind of co-operation between "regular" and special education classes may be seen as the basis for the new integration policy.

On July 8, 1993, the Austrian Parliament adopted amendments pertaining to special education and social integration of children. (Features of this legislation are discussed below).

In order to co-ordinate special educational measures at the regional level, certain special schools are to serve as 'Centres of Special Education." They are to ensure the transfer of special education competence, the quality of instruction, counselling of teachers and parents, as well as supporting human and material resources.

3. Identification, Assessment and Orientation

In order to follow special education courses, children must be physically or mentally handicapped. Before being enrolled in special education, a child must make full use of all pedagogical possibilities in general education (remedial courses, counselling, etc.) Parents, educators, therapists and doctors may give an opinion on the child's ability. Experts may also be invited to give parents detailed information on their child as a kind of "remedial committee". Parents then decide if they wish to send their child to an elementary school adapted to the child's needs or a special school. The School Board is to assist parents in finding the most appropriate school nearest to the child's home. If an elementary school cannot be found which meets the child's needs, the child is nevertheless required to attend a special school. Children with disabilities may also complete their first year of compulsory education at the pre-school stage of an elementary school.

4. Age Range Covered by Legislation

Primary and Secondary are covered. (See details in the legislation section.)

5. Integration

See above as related to legislation. Integration is to be primarily seen in relation to the pilot projects designed to develop new curricula and teaching methods.

6. Financing of Education for Special Needs

School maintenance is based upon the School Development Programme. The programme is concerned with the maintenance of school facilities as well as the promotion of handicapped students. The actual financing of schools is determined by the budget of the Federal Ministry of Education and the Arts and the budget of the Federal Ministry for Economic Affairs. Allocations are made on a flexible basis depending upon need.

7. Curriculum Entitlement

Curriculum is to be tailored to a child's specific handicap(s). Special schools, (Sonderschule) are to have a flexible and differentiated curriculum. The syllabus is based upon the syllabus for compulsory school adapted to children's needs. An essential aim of the special school in the lower secondary bracket is preparation for vocational education, therefore, subjects as history, geography, science as well as technical and trade instruction assume special importance.

In elementary schools that have integrative curricula, classes should be formed with particular consideration for the children with special needs. The District School Board decides whether children should be instructed according to a different syllabus. The School Conference decides what subjects may be taught according to the syllabus of another class level. Any deviation in the child's prescribed class level must be recorded in the school reports. Pupil advancement is also determined by the school conference. Counselling sessions and individual appointments are to be scheduled concerning integrated teaching.

8. Post 16 Years -- Vocational Education

Information unavailable.

9. Teacher Training

Training for "integration teachers" is offered by the teacher training academies (Padagogische Academien) and Teacher-further-training-institutes (Padagogische Institute). Generally it is special education

teachers, trained for a specific type of disability that are involved in integration.

The pilot project "Supporting Teachers" included approximately 3,000 pupils at mainstream schools receiving integrative special education.

BAHRAIN

1. Extent and Nature of Legislation

Legislation pertaining to Special Education is included in the Ministry of Education March 29, 1986 decision on plans and programmes. Special education is offered throughout all Stages of Education, including Adult Education. Services provided for special and regular classes should be equitable. The aim of special education classes is to offer the same learning environment for all pupils and to promote learning. There are approximately 10-12 pupils in special education classes, school hours are approximately 15-18 per week.

2. Responsibility and Organisation

In the Ministry of Education, the Commission for Special Education has the responsibility to differentiate between the different categories of disability, to create rehabilitation programmes and to co-ordinate their work with other commissions.

The International Centre of Bahrain was created in 1979 for the purpose of integrating disabled persons into society. The centre promotes the elimination of discrimination of disabled persons.

3. Identification, Assessment and Orientation

A commission made up of the school director, social assistant, special education teacher and class teacher under the supervision of the division for special education and the Persian Gulf University will decide if a student is to be admitted into special education classes.

4. Age Range Covered by Legislation

Information unavailable.

5. Integration

On a policy level the aim of special education is not only to offer the same learning environment but also to encourage, as far as possible the Progressive Integration of disabled persons.

The Educational Technology Centre at the Ministry of Education contributes to this integration by producing and developing various Teaching Aids which support disabled in regular classroom activities.

6. Financing of Education for Special Needs

The State provides all the necessary financial requirements for educational services. These services are free for all at all educational levels, thus eliminating the need for special funding.

7. Curriculum Entitlement

The aim is to provide the same learning curriculum for all pupils and students and to promote as far as possible the integration of the disabled by providing compensating facilities.

However centres such as the Blind Institute and the Hope House Centre are compelled to have their own curriculum addressing their own special needs. The Ministry tries to make this curriculum as equitable as possible.

8. Post 16 Years - Vocational Education

The Ministry of Labour and Social Affairs runs the National Vocational Centre, now known as the Bahrain Training Institute in Essa Town. This Institute offers vocational training from the basic core level up to the national diploma level.

In addition to the training offered by the Blind Institute and the Hope House Centre, mentioned above, various societies such as the Red Crescent, Womens Societies and National Clubs have their own Voluntary Training Programmes for the disabled.

9. Teacher Training

Information unavailable.

BARBADOS

1. Extent and Nature of Legislation

The Special Education Act of 1981 specifies that when a child reaches compulsory school age and is perceived to be disabled, the matter should be reported to the Minister who will see to examining the child. Children in need of special education are defined as those who are blind, deaf, educationally subnormal, or physically handicapped. According to the child's disability, the child will be put in a special school. If the child develops a handicap during the course of general education, he may be removed to a special school. A child of compulsory school age may be exempted from compulsory attendance if the child is receiving special education or if the child is unable to attend school because of sickness or other sufficient cause.

2. Responsibility and Organisation

The Minister may make regulations in order to specify, in respect to public institutions, the curriculum of study and examinations. He also defines the categories of pupils requiring special education and prescribes cases in which fees may be charged at public institutions for such care. The Minister also defines school inspection.

3. Identification, Assessment and Orientation

Information unavailable.

4. Age Range Covered by Legislation

Pre-primary, primary, secondary and vocational are covered.

5. Integration

Information unavailable.

6. Financing of Education for Special Needs

Information unavailable.

7. Curriculum Entitlement

Information unavailable.

8. Post 16 Years - Vocational Education

Information unavailable.

9. Teacher Training

Information unavailable.

BELGIUM

1. Extent and Nature of Legislation

The July 6, 1970 Act.

The law of 6 July 1970 passed by Parliament deals specifically with special education. The special education system is meant for children and young people who need special education because of their pedagogical needs and possibilities. It helps them develop their physical, mental and social skills in order to prepare them for a family life and/or a job in the regular or a sheltered environment. The Act has two basic principles:

1) As a general rule a child should attend a regular classroom and attendance at a special school would constitute an exception. Therefore, The Act gives only a pedagogical definition of `handicap´ and not a medical, psychological or psychometric one. In this way the 1970 Act made an important departure with the former philosophy in the way it stressed an educational rather than a therapeutic approach for ameliorating disability. Children are defined as `handicapped´ in terms of the (un)ability of regular education to deal with pupils with extra educational and didactical needs. It more or less depends on the adaption degree of the regular school whether a child is called `handicapped´ or not in terms of the 1970 Act. Special education is a right but entry into a special classroom must be justified by a comprehensive examination conducted by a guidance service independent of the school.

2) Special education would be divided into eight types or pedagogical settings in order to meet the needs of the individual student. These types are described in the June 28, 1978 decree.

The principle on which this legislation is based, says that integration into a normal life is considered to be a general aim of the system. Therefore, the principle of integration of pupils with a handicap into normal education is explicitly included in article 5b of the Act.

The June 28, 1978 decree.
In this decree the different types of special education are described. Each of them is characterised by its own target objective and its own didactic content, teaching methods and organisation, and is adapted to the specific educational needs of the pupils for whom it is intended.

Type 1 is intended to meet the educational needs of children and young people with a mild mental handicap. It is not organised as nursery-school.
Type 2 is intended for pupils with a moderate or serious mental handicap.
Type 3 is intended for pupils with serious emotional and behavioral problems.
Type 4 is intended for pupils with a physical handicap.
Type 5 is intended for pupils who have to stay in a hospital or other medical institutions for a long period of time.
Type 6 is designed for pupils with a visual handicap (the blind and partially sighted).
Type 7 is designed for pupils with an auditory handicap (the deaf and hard of hearing).
Type 8 is suitable for children with serious learning disabilities which cannot be explained by a mental disorder. It is not organised at nursery or secondary school levels.

Regardless of the types of special education, there are four forms of teaching within special secondary education. These differ mainly as far as their objectives go.

Form 1 aims to contribute to providing an active and worthwhile life for those who, because of the seriousness of their handicap, are unable to take part in active work life even in a sheltered workshop. This form of training can be organised for types of education 2,3,4,6 and 7 and lasts for at least

four years. Pupils are taught to live as independently as possible in a sheltered environment.

Form 2 can also be organised for types of education 2,3,4,6 and 7. In addition to general and social learning, it also provides work training in order to enable pupils to integrate into a social and work environment (sheltered workshop). The training lasts for at least four years and is divided into two phases. Practical training courses outside the school are also organised.

Form 3 provides pupils with general and social training plus professional training. It can be organised for types of education 1,3,4,6 and 7. The pupils are prepared for integration into a normal social and work environment. The training is comparable with standard professional education and lasts five years.

Form 4 provides secondary education similar to the general, technical, vocational or artistic curriculum of regular full-time secondary education and is also structured in the same way.

2. Responsibility and Organisation

The Ministry of Education and the Ministry of Welfare are the two bodies that deal with disabled persons.

For the Flemish Community the 'Flemish Fund for the Social Integration of Handicapped Persons' was established by the June 27, 1990 Act. The objectives of the Fund are to provide for the services that handicapped people need, except education. For instance the Fund subsidizes initiatives to integrate handicapped people in the regular work environment, provides for professional education and finances different residential and semi-residential institutions and mobile assistance services for handicapped people. Though the subsidization for both domains is separated, schools for special education and institutions subsidized by the Ministry of Welfare often cooperate. The Ministry of Education is responsible for the financing and subsidizing of schools, but in the case of public education it also finances the residential and semi-residential institutions that care for the pupils after school. The discussion is going on whether or not these institutions come under the responsibility of the Ministry of Welfare. In the Flemish Community, special education is a service integrated within the general administration and inspectorate at nursery school, primary and secondary levels.

In the French Community a specific special education administration and a specific pedagogic advisory staff is established.

3. Identification, Assessment and Orientation

In principle, special education is only provided to pupils whose needs are insufficiently cared for by the education resources available within regular education. For a child to be enrolled in a special school, two documents from a counselling service (a psycho-medical-social centre) or, in the case of some disabilities, an authorised medical specialist need to be obtained:

A) a certificate stating that a child is not able to benefit from a regular classroom and should attend a special school with the indication of the appropriate level and type of special education and, if applicable, the form of teaching within special secondary education,

B) a document which justifies this certificate and contains a synthesis of the psychological, medical, social and pedagogical examination. The counselling service plays mainly an advisory role; the parents ultimately make the decision. Special education is a right, never an obligation.

4. Age Range Covered by Legislation

Special schools are available at the nursery school (age 2-6 years) primary (6-13 years) and secondary level (13-21 years). In special cases, depending on the type of education, these age limits can be extended. The reason why some pupils stay in special education after their 21st anniversary is the lack of possibilities to get a (sheltered) job or home.

5. Integration

The 1970 Act allows a pupil enrolled in a special school to attend regular classes; such an attendance may be full-time in the Flemish community, but only part-time in the French community.

Integrated education started on an experimental basis in 1980.

In 1983, it was officially organised for children with a motor, visual and hearing impairment (types 4,6 and 7 of special education). It is meant for those pupils who will be integrated from special education into normal education with a good chance of success provided they are offered some help by special education in terms of educational (e.g. braille) and/or para-medical (e.g. physiotherapy, speech therapy) support.

In accordance with the Act on integrated education of March 11, 1986 a broader application has recently been given to integrated education.

The Minister of Education of the Flemish Community issued a circular letter on August 30, 1994, the basic innovations of which are;
- extension to all the types of special education,
- different forms of integrated education: not only the full-time integration is possible but also forms of temporary (not the whole school year) and partial (not the whole programme of regular education),
- extension to the level of higher education (academic education not included),
- the acceptance of the `equivalence´ principle: this means that allthough some pupils cannot follow all the lessons of the regular programme as a result of their disability they can graduate from a programme by replacing lessons approved by the inspector,
- differentiation within the types of special education on the basis of the nature and seriousness of the child´s disability which varies with the nature and amount of additional aid (both financial and educational and/or paramedical).

Admission to integrated education requires a certificate of acceptance, just as special education does. This certificate is based on an integration plan which is necessary for integration. It is the result of consultation between all parties involved: - the pupil or his/her parents; - the regular school; - the school for special education; - the counselling centres which counsel both schools. This plan is regularly evaluated and adapted, and if necessary, updated. Pupils referred to types 1, 3 and 8 of special education can only benefit from the additional aid provided by integrated education when they already attended special education for one year.

In the French community, it has been claimed that a child has to be enrolled in a special school first, in order to benefit from the Act.

In the Flemish community, 933 pupils attended integrated education in the 1993-94 school year (391 type 4, 173 type 6, 26 type 6 (braille), 343 type 7).
In the French community, about 300 "official" instances of pupils are integrated into regular schools.

6. Financing of Education for Special Needs

Schools of regular or special education are financed/subsidized by the government by means of wage subsidies and operation subsidies. The number of pupils are the basis to calculate the operation subsidies and the amount of periods to organize the lessons. On this basis the school can

employ personnel. For pupils who attend integrated education, a supplementary number of periods and an extra sum of operation subsidies is attributed to the school for special education in order to organize the additional aid in the regular school. Recently the Minister of Education worked out an experimental system of additional periods in order to help pupils with extra educational needs in the regular school. These additional efforts are made on the nursery and primary school levels.

7. Curriculum Entitlement

Depending on the type of special education, the curriculum is more or less similar to the curriculum of regular education. However, there is a lot of freedom for individual schools to have a curriculum of their own, taking their specific school population into account.

Type 1 of special education is meant to impart elementary knowledge and skills necessary for their vocational training and with the aim of integrating them into the normal social and professional environment.

For pupils who attend the *Type 2* of special education, the accent lies on social training, the improvement of the ability to take care of themselves, psychomotor skills and, on the secondary school level, an adapted vocational education. The aim is to prepare those children and young people for a sheltered social and working environment.

Type 3 of special education, adapted to the needs of children and young people with severe emotional and behavioural problems, also focusses on orthopedagogic and psychotherapeutic measures. It also depends upon the mental abilities of the pupils, on how close their curriculum fits in with the programme of regular education.

In *Types 4, 6 and 7* for children with a physical or sensorial disability, the curriculum focusses on the direct effects of the disability (e.g. braille and walking with a stick for the blind). In these types of special education, the mental abilities of pupils play a role in determining whether or not they can attend to a curriculum similar to the one of regular education.

In general, pupils of *Type 5* of special education attend the most important subjects out of the programme of their `home school´.

The type of special education in which the curriculum is most similar to that of regular education is *Type 8*, meant for children with severe learning problems. Only the didactic methods, the composition of the group and the way to handle these children vary.

Special basic education (nursery school and primary school) comprises 28 periods a week.

On the level of special secondary education, not the types but the forms of teaching determine the content of the curriculum.

Form 1 aims at giving the pupils a social training in order to prepare them to a life in a sheltered environment (at home, in an outpatients' clinic or another sheltered community). The educational situations are connected with real life events intended to increase the ability to do things independently and to improve social, communicational and sensorial-motor skills. 30 periods a week are provided in that purpose.
Form 2 of special secondary education gives pupils a chance to learn some vocational skills in order to find a job in a sheltered workshop. Beyond a general and social training (16 periods a week), they also get vocational education (16 periods a week). Practical training courses outside the school are also organised.
In *Form 3*, training is comparable to regular vocational training. The difference between special and regular education lies in the more individual approach concerning the subjects, teaching objectives and duration. It prepares to an integration into a normal social and work environment.
Form 4 provides secondary education with the same curriculum as general, technical, artistic or vocational training. It is only meant for youngsters with a normal mental ability.

8. Post 16 Years -- Vocational Education

Mentioned above.

9. Teacher Training

The 1970 Act required that provision be made for further training for special education teachers. However, a comprehensive system of teacher training in this area has not been established. One reason is that it has not been decided whether a teacher working in special education should be a specialist or should be able to teach in regular as well as in special schools. The required qualifications have also not been defined.

In the French community, in December 1990, a Decree established both in-service education and continuing education. In the Flemish community, a decree in 1989 made regulations regarding the permanent training of teachers at various levels in the school system. Recently, as part of the discussion about broadening the range of care within regular schools for children with special needs, the Flemish Minister expressed the intention to change teacher training in the near future.

BRAZIL

1. Extent and Nature of Legislation

Law 5692/71 on Special Education, Basis and Guidelines, specifies in its article 9 that students with mental and physical disabilities and gifted students will receive special treatment in accordance with the regulations elaborated by the Council of Education. The national policy on Special Education contains a set of objectives aiming at guaranteeing the education of students with special needs.

The Federal Constitution of 1988 provides for the rehabilitation and vocational training of the disabled in order to integrate them into society. The Constitution stipulates that the State will promote the integration of the disabled through rehabilitation programmes in education and labour. The law affirms the right of the disabled to education, health, labour, leisure etc.

Chapter III, Article 206 states that "education will be administered according to the following principles:

1) equality of access to school,
2) the freedom to learn, teach, freedom of thought and knowledge
3) pluralism of ideas and pedagogical approaches, coexistence of public and private institutions."

The 1993 "Ten Year Plan for the Education of All" supports the policy goal of equal access to education. Article 3 states that "the basic educational needs of persons with deficiencies requires special education. The need to define strategies which enable an equal access to education taking into consideration all kinds of deficiencies is an integral part of the education system."

2. Responsibility and Organisation

The Secretary of Special Education in the Ministry of Education and Sport, established by Law 8., 490 dated 19.11.92, has the responsibility for the development of special education in the whole country.

The Public Ministry (Ministerio Publico) and the Federal Public Administration (Administracao Publica Federal) is involved in social

integration. The independent body, C.O.R.D.E. (Coordenadoria National para Integracao da Pessoa Portadora de Deficiencia) acts as a co-ordinating body.

3. Identification, Assessment and Orientation

Directives concerning the above is given by the Ministry of Education and Sport.

4. Age Range Covered by Legislation

The law provides for special education at the pre-school, primary and secondary level and vocational training.

5. Integration

Article 208, III, of the Federal Constitution specifies that the State must guarantee special education to people with disabilities preferably within the regular education system.

The 1992 document " National Integration Policy for Disabled Persons" developed by the C.O.R.D.E. states that integration into society is a fundamental goal for the disabled. Chapter 3 on the disabled states that the State is to "protect and integrate persons with disability." This is to be incorporated into the 1988 Constitution.

6. Financing of Education for Special Needs

Special Education is financed mainly by public, but also to some extent by private, sources.

Article 211 of the Constitution mention that the Union will organize and finance the Federal System of Education, and will support the Federal District and Municipalities technically and financially for the development of their educational systems.

7. Curriculum Entitlement

The programmes, projects and actions related to people with special educational needs are designed by a technical unit and then approved by the Federal State or the Municipal Government.

8. Post 16 Years -- Vocational Education

Articles 7, 24, 37, 203 of the Federal Constitution ensure that people with special needs have the same rights as others, and that they can fully exercise their rights as citizens and actively participate in labour life.

Law 5692/71 stated in Article that the general objective of the education system must be the preparation for labour life and a conscience of citizenship.

9. Teacher Training

Teacher training for Special Education is governed by the Federal Constitution, Law 5, 692/71, and by specific guidelines of the Federal Council of Education.

Middle Level: After an initial three years period of training as regular teachers one may follow an additional one year specialization on Special Education.

High Level: Some institutions also offer teachers and specialists specific courses on Special Education on a higher level.

Teacher training on Special Education may also be provided through the National Programme on distance education.

BULGARIA

1. Extent and Nature of Legislation

The March 1992 Education Act adopted by the National Assembly stipulates that special schools are established for pupils who need special care including pupils with chronic diseases, injuries or mental and physical disabilities. The Act also provides for "convalescence" schools, specialised secondary boarding schools and vocational boarding schools for children with mental and physical disorders such as respiratory and cardiovascular diseases, stomach and kidney disease.

2. Responsibility and Organisation

Admission of pupils in special schools is determined by the Medical and Pedagogical Board. The members of the board are chosen by the Ministry of Health and the Ministry of Education and Science.

Selection and admission of pupils into the convalescence schools is carried out with the assistance of the Ministry of Health, the Ministry of Education and Science and the Ministry of Work and Social Affairs. A child is not required to stay more than three years at a convalescence school unless the child chooses to do so and the case is approved by the Pedagogical Board.

3. Identification, Assessment and Orientation

The regional medico-pedagogical commissions are composed of experts who identify and evaluate children with special needs. These commissions are subordinated to a national commission. The different commissions are specialized according to type of disability.

4. Age Range Covered by Legislation

Children are allowed to continue their education in professional schools if their health is sufficiently good. In schools for the mentally retarded students are enrolled up to the eighth grade level. At the end of their schooling, these students receive a proficiency certificate and are entitled to receive a professional qualification in a vocational school. They do not have the right to progress further. Children with eyesight or hearing difficulties may complete secondary general or vocational education.

5. Integration

Integration is partial. In pre-school and primary regular schools there are special classes.

6. Financing of Education for Special Needs

The Ministry of Science and Education finances about 90% of the education of children with special needs. There are also some non-governmental organisations which contribute to the financing, but their contribution is limited.

7. Curriculum Entitlement

The curricula are elaborated by groups of specialists and then validated by the Ministry of Science and Education. For every special school and according to the type of school (primary, secondary or vocational) there exist specific methodological programmes.

8. Post 16 Years -- Vocational Education

Further education in professional schools is provided to students between 16 and 18-19 years old.

9. Teacher Training

At the University 'St. Kliment Ohridski' and the University of Blagoevgrad there exist departments for the training of special education teachers. The studies last for 5 years and are related to different categories of disability.

CANADA

1. Extent and Nature of Legislation

In 1981, the Canadian Constitution containing the Charter of Human Rights was proclaimed. The Charter guarantees certain basic human rights and freedoms. The Charter prompted growing awareness for accepting the disabled in society.

2. Responsibility and Organisation

In New Brunswick, Bill 85, an Act to Amend the Schools was proclaimed. The Minister of Education and school boards are responsible for the education of all children. The Auxiliary Classes Act and the section of The Schools' Act which allowed school boards to refuse certain children admission to the public school system have been repealed. All children qualify equally for all educational programmes and services.

3. Identification, Assessment and Orientation

Bill 85 emphasizes individual programming. It defines a special education programme as one which provides for services based on a student's individual needs rather than a categorisation of handicap. It requires schools to integrate. School boards are instructed to place exceptional pupils in the same classrooms as non-exceptional pupils as long as it is not detrimental to the needs of the child. A case must be made to remove an exceptional child from a regular class.

Exceptional children will receive special education programmes, while participating as much as possible in regular classes. If a child is not able to receive a special educational programme in a regular class, the Minister may provide such service at the child's home or an approved institution.

Parents are consulted in the process of a child's education in order to develop partnerships between school officials, teachers and parents. Parents are encouraged to support and share information on the child.

4. Age Range Covered by Legislation

The Minister shall provide free school privileges for persons from three to twenty-one years including pupils receiving special education.

5. Integration

Integration is an integral part of Bill 85.

6. Financing of Education for Special Needs

The Provincial Department of Education is responsible for the development of policy and guidelines, and provides the funding to support programs developed and facilitated by the local school district. There is a branch of the Department of Education Student Services that is required to support professional educators in the School Districts. The Department also integrates programs with other government departments both federal and provincial.

7. Curriculum Entitlement

Information unavailable.

8. Post 16 Years -- Vocational Education

Information unavailable.

9. Teacher Training

Information unavailable.

CAPE VERDE

1. Extent and Nature of Legislation

The law of 29 December (Chapter 1, Article 4) states that the State will promote equal access for all citizens and equal opportunity for educational success.

Article 32 deals specifically with Special Education. The law stipulates that young people with mental or learning deficiencies benefit from appropriate educational provision and initiatives that will permit their rehabilitation and social and educational integration.

The goal of special education is to provide an equitable education to young people from at risk social environments, develop to the maximum the mental capacity of those mentally deficient, support at risk families, support student's emotional equilibrium, reduce limitations caused by a student's deficiency and prepare the student for integration to active life.

2. Responsibility and Organisation

The Ministry of Education, in co-ordinating with other state agencies will create centres for young people with deficiencies. These centres will support students' social and professional integration and offer assistance concerning the educational system and alternative education.

3. Identification, Assessment and Orientation

Information unavailable.

4. Age Range Covered by Legislation

Information unavailable.

5. Integration

The integration of young persons with deficiencies into regular classes will be promoted in situations which support the students' learning, taking into consideration assistance from teachers.

6. Financing of Education for Special Needs

Information unavailable.

7. Curriculum Entitlement

Special education is to be adapted to the needs of each group. Special education may take place in separate institutions. The curriculum of special education in accordance with the obligatory school curriculum may be adapted to the needs of the student.

8. Post 16 Years -- Vocational Education

Information unavailable.

9. Teacher Training

Special education teachers and elementary school teachers are defined as those persons who obtain qualification in the curricula for special schools.

CHILE

1. Extent and Nature of Legislation

The Decree of the Ministry of Education of April 3, 1990 considers that it is the State's obligation to guarantee the right to an education for all citizens. It is the responsibility of the Ministry of Education to improve quality and modernise the educational system. According to these principles, there is an initiative to better the education of young persons with intellectual, sensory or motor deficiencies. The general objective is that disabled persons should have equal opportunities to live like other citizens.

Article 1 of the 1990 Law states that dating from the 1990 school year, disabled students will be integrated into regular schools at the pre-primary, primary and secondary level. Disability is characterised according to the following deficiencies: intellectual, visual, auditory, and motor.

2. Responsibility and Organisation

The Ministry of Education, Health, Labour Social Welfare and Justice are involved in the prevention, rehabilitation, and integration of disabled persons.

The regional secretary of the Ministry of Education is required to implement integration projects, taking into consideration the different categories of disability, acceptance of disabled children in school, the existence of trained personnel and school resources. For this purpose, a committee of persons supporting the integration project will be convened with the objective of establishing the conditions that will guide the project, taking into consideration the specialists necessary and the gradual orientation of disabled students into their scholastic orientations and working life.

3. Identification, Assessment and Orientation

In Law No. 19.284 of 1994, Article 7 states that the Commissions for the prevention of disability (COMPIN) of the Ministry of Health or other public or private institutions will carry out the diagnosis and evaluation of people with disabilities.

The characterisation of a student's deficiency according to the above categories will be established by a transdisciplinary team from the Ministry of Education's Diagnostic Centre. The team produces a qualitative report that specifies the various areas concerning student's development. The team is to promote the disabled student's social integration, assist in maximising the student's potential, ensure that the student is no more than two years older than the other students in his/her class, assist in creating a positive attitude in integrating the disabled child into the school community, and attempt to eliminate barriers in the child's education.

4. Age Range Covered by Legislation

Legislation applies to pre-school, primary and secondary education.

5. Integration

Law No. 19.284 establishes the conditions for the social integration of people with disabilities. Article 27 mentions the right of people with special needs to have access to education in regular schools. Teaching will be provided in special schools only when the type and/or degree of disability impedes the integration to regular courses.

An integration project may be realised according to the following three possibilities: 1) Special education courses in parallel to regular classes in city and urban schools for children with mental, sensory or motor deficiencies with the assistance of special educators, 2) Integration workshops in regular schools for children with mental, sensory or motor deficiencies with the assistance of special educators, 3) Common courses at the pre-primary, primary and secondary level in urban and rural schools for children with mild or moderate disabilities.

6. Financing of Education for Special Needs

Information unavailable.

7. Curriculum Entitlement

The educational authorities goal is to teach the common school curriculum to disabled students adapting it to the child's physical, intellectual or sensory needs. The educational authority is to develop methods and define resources to implement the integration programme, and develop an appropriate approach to pedagogy and evaluation.

If significant adaptations are made to the common curriculum, details must be provided in the student's record and a copy made for the class' record. The student's record must include an extract of the procedures used for the student's evaluation. The results of the students' evaluation and the student's promotion to the following grade are to be registered in the student's report card and in the class' record. The student will be promoted to the following grade if there is no evidence to prove the contrary.

To retain a student in the same grade an interview must take place in co-operation with the head teacher and the special education teacher. If there is a disagreement between this professional team and the child's parents or guardians, the school principal will decide the matter.

The "Licencia de Education Media", secondary school degree, will be granted to the disabled student upon completion of the minimum scholastic requirements stated in the Constitutional Educational Law, " Ley Organica Consitutional de Ensenanza". If a secondary school degree is not obtained, the student will receive a certificate accrediting the level of schooling achieved.

A student participating in an integrated course will be subject to review by the Diagnostic Centre to determine if they no longer need any kind of specialised assistance.

In Law No. 19.284, Article 4, it is mentioned that the State will conduct programmes for disabled persons in accordance with their specific needs. It further states, in Article 32, that the Ministry of Education will adapt the programmes to facilitate the integration into formal education or training of persons who, as a consequence of their disability, have not started or completed their compulsory education.

8. Post 16 Years -- Vocational Education

In Law No. 19.284 of 1984, Articles 33 to 38, it is outlined that vocational education will be provided by the State in order to allow for integration into the labour market.

9. Teacher Training

Special education teachers are called into regular classes where there are disabled children for technical assistance. They are to co-ordinate their activities with the head teachers. In the absence of a special education teacher, the local school authority is to contact the Diagnostic Centre which will assume the responsibility for the progress and development of the disabled child.

CHINA

1. Extent and Nature of Legislation

Law of the Peoples Republic of China on the Protection of Disabled Persons (1990) states that:

-the state shall guarantee the right of a disabled person to an education;

-the state shall set up grants in order to assist poor and disabled students; and
-education of disabled persons shall be carried out according to physical and psychological needs.

Law of the People's Republic of China on Compulsory Education (1986) states that the government shall establish special schools or classes for children who are blind, deaf, mute or retarded.

2. Responsibility and Organisation

The Ministry of Education, the Ministry of Health, and the Ministry of Social Welfare are involved in the education of students with special needs. The Education Commission of the Provinces and the education bureaux of the counties are involved in implementing special education.

3. Identification, Assessment and Orientation

A team of experts from the Ministry of Education decides if a child should be placed in a special school, special courses in a regular school or in an ordinary class

4. Age Range Covered by Legislation

Primary and Secondary education are covered.

5. Integration

Regular primary and secondary schools must admit disabled students who are able to participate in regular classes. Parents may appeal to the school authorities if their child is not admitted.

6. Financing of Education for Special Needs

Information unavailable.

7. Curriculum Entitlement

Information unavailable.

8. Post 16 Years -- Vocational Education

Information unavailable.

9. Teacher Training

Information unavailable.

COLOMBIA

1. Extent and Nature of Legislation

Chapter One of the Colombian Constitution states that "all persons are born equal under the law, and will receive equal protection and equal treatment by the authorities so as to benefit from equal rights and opportunities without any kind of discrimination..." The State, in particular, "will especially protect those persons who because of their economic, physical or mental condition, find themselves in a situation of difficulty."

Article 67 states that "education is a personal right and a public service ...." Article 68 states that "the education of persons with physical or mental limitations, or exceptional capacities, is the special responsibility of the State."

On 22 January, 1976, Decree number 088 was passed by the Colombian Congress regarding the reorganisation of the Colombian educational system and the Ministry of Education.

Article 5 defines Special Education as designed for persons who have physical, mental, emotional, and social deficiencies or persons who have

special learning difficulties. Special Education will be integrated into formal or non-formal education. The Government will establish adequate provisions, stimulate private initiative and the training of special education teachers, as well as to promote research in Special Education.

The Colombian Congress passed Law no. 24 in 1988. Article 38 states that pilot projects should be conducted in relation to special education.

In Law No. 115 of February 1994, Law on Education in Colombia, Articles 46-49 are specifically linked with the rights of people with special needs and gifted persons.

2. Responsibility and Organisation

The Ministry of Education is primarily responsible for the education of persons with special needs. The National Institute for the Blind, INCI and The National Institute for the Deaf, INSOR are parts of the Ministry of Education.

3. Identification, Assessment and Orientation

Information unavailable.

4. Age Range Covered by Legislation

Information unavailable.

5. Integration

The social and academic integration of people with disability is the responsibility of the State, the family and the society as mentioned in Law 115 of the Constitution.

6. Financing of Education for Special Needs

Information unavailable.

7. Curriculum Entitlement

The Division of Curriculum Programming and Design is to establish the curriculum for special education and to certify special education teachers.

8. Post 16 Years -- Vocational Education

Information unavailable.

9. Teacher Training

Information unavailable.

COSTA RICA

1. Extent and Nature of Legislation

The "Ley Fundamental de Education" Fundamental Educational Law, covers all national education including special education. Policy concerning Special Education was approved in 1987 by the Superior Educational Council, "Consejo Superior de Educación" in the publication: National Prevention of Deficiency and Disability Policies and Integration and Rehabilitation, "Politicas Nationales de Prevencion de la Deficiencia y de Rehabilitation Integral".

Chapter two of this document deals specifically with Special Education. Special Education is oriented "to maximise the development of the person with special needs, which implies self-esteem, independence, and integration into society and work. "

Special Education is defined to be the responsibility of the school, the family and the community.

2. Responsibility and Organisation

The Ministry of Education is responsible by law for the instruction of all persons. The Department of Special Education deals in particular with the education for persons with special needs. This Department is organised in three different sections:

1) School-based education (Educación Escolarizada) which is divided into seven units (Asesorias): Learning Disabilities, Mental Retardation, Emotional and Behavioral Disturbances, Language and Hearing Impairments, Multiple Handicap, Visual Impairments and Giftedness. Its

main goals are both towards special schools, and integrated services and classes in regular schools for pupils with special needs.

2) Community-based education (Educación Comunitaria). Special programmes for disabled persons are organised and run by the community with technical support from the Ministry of Education.

3) Vocational development. Vocational-based programmes are implemented at high-schools or in community educational institutions for persons (14 to 18 years old) with mild and moderate disabilities.

3. Identification, Assessment and Orientation

Identification of persons with special needs is to be seen within a national plan for the prevention of disabilities. This action usually takes place at hospitals and health centers. Infants with severe disabilities (deafness, blindness, cerebral palsy and retarded psychomotor development) are referred to special schools for attention and care.

Evaluation is to be used as the point of departure for determining individualised education for persons with special needs. The evaluation will be conducted by qualified personnel (teachers, and other professionals when necessary) familiar with the child's environment.

It will include an assessment of the child's social, emotional as well as academic level, and be complemented by information on the child's socio-cultural and economic background.

The placement of a child in a special school or self-contained classroom will be conducted by a team of specialists in conjunction with hospital centres, called the Special Education Regional Bureau (Asesoria Regional de Educación Especial).

4. Age Range Covered by Legislation

Pre-school, primary, secondary and vocational education are covered.

5. Integration

The concept of non-discrimination has initiated the creation of services designed to integrate disabled children into regular schools. At present, a commission has been appointed by the vice-Minister of Education to write up the policies and procedures for the implementation of the integration principle in the regular school.

6. Financing of Education for Special Needs

Special education administered in special schools, in regular schools or in other institutions serving persons with disabilities is financed by the Ministry of Education.

7. Curriculum Entitlement

The curriculum for special education should promote the maximum development of persons with special needs and be tailored to each student's needs and sociocultural background.

The Department of Special Education is responsible for designing, developing and implementing the curriculum approved by the Superior Council for Education (Consejo Superior de Educación). The aim of the curriculum is to reach full integration of pupils with special needs.

8. Post 16 Years -- Vocational Education

Vocational training based on community rehabilitation is given when the student reaches the IV Cycle of Special Education. Because this modality of education started this year (1994) there are few students enrolled.

9. Teacher Training

Since 1974, the training of special education teachers is the responsibility of the universities. At present the training of special education teachers has a general approach with an emphasis on integration at the bachelor level. There used to be a specialization in the areas of mental retardation, communicative disorders, learning disabilities, emotional and behavioral disturbances and visual impairments.

Today there are post-grade studies in mental retardation, multiple handicaps and rehabilitation, at the levels of Licenciatura and Master's Degree.

1. Extent and Nature of Legislation

The Ministerial Resolution No. 13/85 states that the Cuban Constitution establishes in its 50th Article, Chapter 4 on Rights, Obligations and Fundamental Guarantees that all citizens have the right to an education.

The Special Education sub-system is designed for children, adolescents and young persons who possess mental or physical deficiencies. The goal of special education is to integrate these persons into social life.

Ministerial Resolution 112/76 states that as a part of the movement to perfect the system of national education, it is necessary to draw attention to children with disabilities in primary schools. In particular, it is necessary to create special schools for children who are not able to follow the regular school curriculum. This resolution authorised the creation of schools for the mentally retarded in 1976/1977.

Ministerial Resolution 112/76 also authorises the creation of special education classes in regular schools under the supervision of the school director. These special education classes will be created in *areas where there are no special schools.*

The Ministerial Resolution No. 562/80 authorises the creation of special schools for blind children at the primary and pre-primary level in the province of Villa Clara starting in 1980-1981. Prior to 1980 there was only one school for the blind on the national level. An associated resolution creates seventeen more schools for the visually impaired.

Another Ministerial Resolution creates special schools for the hearing impaired, children with language difficulties and children with behavioural problems.

2. Responsibility and Organisation

The Law-Decree No. 67 of the 19th of April 1983, of the Central State Administration Organisation, establishes that The Ministry of Public Health is the Organisation in charge to direct, execute and control the application of state policy concerning the disabled.

Article 70 of the same law establishes that the education of disabled children is primarily the responsibility of the Ministry of Education in conjunction with other authorities except for higher education. The Cuban Association of the Physically Disabled is to co-ordinate at the provincial level the inscription of children with physical and motor difficulties into local schools.

3. Identification, Assessment and Orientation

The Centre for Orientation and Diagnosis is responsible for the identification of a child's disability. They determine if a child is able to attend an educational institution and in all cases, propose a study plan. There are two kinds of study plans: "A General Polytechnic on Labour Education" or one of the specialisations of special education. Children with severe disabilities who are not able to attend special schools will be evaluated by the MINISAP, a medical-pyschopedagogic institution. This centre communicates its results to the Orientation Centre.

Pilot projects will be undertaken for children with severe physical disabilities so that they may be taught by special education teachers at home.

4. Age Range Covered by Legislation

Pre-school, primary and secondary education are covered.

5. Integration

The school director, teachers and staff in a school where there exist special education courses should promote the integration of disabled children into the normal school life including participation in all cultural and recreational activities.

6. Financing of Education for Special Needs

Information unavailable.

7. Curriculum Entitlement

Information unavailable.

8. Post 16 Years -- Vocational Education

Information unavailable.

9. Teacher Training

The selection of special education teachers will take place in the months of May and June. Special education teachers will be selected among the nations' best teachers and will follow a special training course conducted by the School for the Formation of Special Education Teachers.

The Provincial Department for General and Special Education in the month of June will run a seminar for all teachers in schools where there are special education courses. The seminar will contain preparation in school organisation for the mentally handicapped, interpreting the diagnosis from the Centre for Orientation and Diagnosis, learning methodology according to each grade, and school administration.

DENMARK

1. Extent and Nature of Legislation

A fundamental principle in Danish educational policy is that everyone regardless of sex, social and geographical origins, physical and mental handicap should have the same access to education and training. This principle influenced the establishment of the (Folkeskole) comprehensive basic school in 1975.

Chapter 2 of the Act on the Folkeskole, Consolidation Act No. 509 of 1 August, 1994 states that "Special education and other special education assistance shall be given to children whose development requires special consideration or support." The basic idea of the new law is *education differentiation.* That means an education adjusted according to the options and needs of the individual student.

Reform in Danish educational policy has been combined with normalisation of the conditions of the handicapped in all walks of life.

Legislation since 1980 has focused on three basic principles: 1) normalisation, an effort to put the handicapped on an equal footing with other members of society 2) decentralisation, whereby administrative responsibility has been transferred from the State to the counties and local authorities in order to promote grass-roots democracy and 3) integration (discussed separately).

2. Responsibility and Organisation

At each school there is a school board made up of 5-7 elected parents' representatives, 2 staff representatives and two pupil representatives, school chairman and head teacher. The school board shall lay down the criteria pertaining to the school, including : organisation and instruction, number of lessons for the pupils at each form level, elective subjects offered, special education at the school, and the distribution of pupils in classes.

The municipal council shall be responsible for the establishment of pre-school classes and for the educational provision in the basic school and the 10th form, including special education and other special educational assistance for children and young people under 18 years of age, who live or have their residence in the municipality, and whose parents wish them to be enrolled in the Folkeskole. The municipal council shall furthermore be responsible for the provision of special educational assistance to children who have not yet started school. Outside of the municipalities of Copenhagen and Fredriksberg, it shall however be the responsibility of the county council to see to the special educational provision for children and youth under 18 years of age, who live or have their residence in the county, and whose development calls for special, extensive consideration or support. The county council shall also be responsible for the provision of special educational assistance to children who have not yet started school. (Consolidation Act, Chapter 3, Article 20.)

The municipal council shall submit a recommendation to the county council about special education and other special educational assistance to children who are enrolled in the schools of the municipality, if the development of the children calls for special extensive consideration or support. It is also the municipal council which shall recommend that special educational assistance be given to children who have not yet started school. The county council (in the municipalities of Copenhagen and Fredriksberg the municipal council) shall decide on the provision of special education and other special educational assistance to children enrolled in the pre-school class and in the 1st to 10th form levels, if the

development of the children calls for special extensive consideration or support. It is also the county council, (in Copenhagen and Fredriksberg the municipal council) which shall decide on the provision of special educational assistance to children who have not yet started school. (Consolidation Act, Chapter 3, Article 21.)

The Ministry of Education and Research is the national body responsible for the education of disabled children.

3. Identification, Assessment and Orientation

Chapter 2, Article 12(2) of the Consolidation Act states that "referral to special education which is not of a temporary nature shall be made upon pedagogical and psychological counselling and upon consultation of the pupil and his/her parents."

There is a strong belief in the Danish system that each child should be treated case by case, not as a part of a group that has a similar handicap. Children are placed in school on the basis of their individual abilities; the traditional division of handicap into groups is considered "invalid and superfluous".

4. Age Range Covered by Legislation

Disabled students have the same right to attend compulsory schooling as other students, there is no legislation that specifically mentions them.

As mentioned above it is the county council (in the municipalities of Copenhagen and Fredriksberg the municipal council) that decide on the provision of special education and other special educational assistance to children enrolled in the pre-school class and in the 1st to 10th form levels, if the development of the children calls for special extensive consideration or support.

5. Integration

Integration is believed to be related to the principles of normalisation and decentralisation. However, it is thought that integration cannot be promoted directly through legislation. It may be impeded or prevented directly or indirectly by the manner in which legislation and public information are built. Normalisation and decentralisation are embodied in laws which pave the way for integration.

Special laws in relation to the handicapped have been repealed as part of the normalisation process. A number of Ministries for example which previously catered to the handicapped have been transferred to Ministries administering general legislation.

A Parliamentary resolution from 1969 is the only political decision which mentions integration: "the primary and lower secondary school should be expanded so as to provide for the teaching of handicapped pupils, to the greatest possible extent, in an ordinary school environment."

Following the principle of progressive integration, there are various degrees of integration in Denmark. This ranges from total integration where a child attends a regular class to segregation of children in a special institution. The degree of integration depends on the child's individual needs and the availability of teachers and resources.

6. Financing of Education for Special Needs

As counties have taken over the responsibility for special education within the Folkeskole, the financial, administrative and educational responsibilities are delegated to the local authorities.

Chapter 8, Article 49(2) of the Consolidation Act states that "expenditures relating to special education ... shall rest with the counties, with the exception of an amount per pupil determined by the Minister of Education, which shall rest with the municipalities".

7. Curriculum Entitlement

Disabled students follow the same curriculum offered to all students in the Folkeskole. The school is required to provide special instruction and special education assistance. Educational assistance includes special instruction, stimulation and training, counselling and guidance and educational aids.

8. Post 16 Years -- Vocational Education

Information unavailable.

9. Teacher Training

Information unavailable.

1. Extent and Nature of Legislation

The Law on Education and Culture, Article 2, establishes that "all Ecuadorians have the right to an education and the obligation to participate actively in national education."

The Ministry of Education and Culture, in its Decree No. 1292, states that "The principle of integration is to orient special education considering that all disabled persons have the same right to an education as other citizens, and that the integration should promote as fast as possible an environment of normalisation."

Decree No. 257, Article 1 of the Ministry of Education and Culture approves the National Plan for Special Education. Article 2 determines that the Plan for Special Education be included in general educational planning and in the project "The Amelioration of School Quality" and in all other Ministry of Education projects.

2. Responsibility and Organisation

Article 3 of The Ministry of Education and Culture Decree 258 states that "The National Department of Special Education will plan, programme, execute co-ordinate, evaluate and put into effect the National Integration Plan". The Plan is to have started in 1991 and to continue for three years with an evaluation period.

3. Identification, Assessment and Orientation

The Centre of Psycho-pedagogical Diagnosis and Orientation is responsible for the evaluation of all handicapped persons.

4. Age Range Covered by Legislation

Information unavailable.

5. Integration

As part of the policy to promote integration, Ministerial Decree No. 258 affirms the principle of normalisation. Normalisation "establishes that exceptional persons, in order to be assimilated into society should not use or receive special services unless it is strictly necessary."

Further, "The principle of normalisation is effective in terms of the strategy of school integration, permitting access to students with special educational needs in regular classes."

Total integration is intended to be complete insertion of the disabled student in the regular class, partial integration takes place when the student spends part of the day in the regular class complemented by special education classes.

6. Financing of Education for Special Needs

Information unavailable.

7. Curriculum Entitlement

Information unavailable.

8. Post 16 Years -- Vocational Education

Information unavailable.

9. Teacher Training

Decree No. 258 of the Ministry of Education and Culture says that "The integration of disabled children into regular schools demands the implementation of new methodologies for classroom teachers with the support of special education teachers in order to improve the quality of teaching."

1. Extent and Nature of Legislation

Decree No. 111 of November 1993 established the creation of a National Council for the Integral Support of persons with disabilities.

Article 56 of the El Salvadorian Constitution stipulates that: "All citizens of the Republic have the right and should receive basic education that enables them to comport themselves as useful citizens. The State will promote the formation of special schools."

The Law of the Salvadorian Institute for the Rehabilitation of Disabled Persons (ISRI) established in 1990 that the Institute would seek to rehabilitate the disabled with the goal of integrating them into society. The Institute is comprised of sections for the blind, mentally and physically handicapped, persons with learning and behavioural disabilities.

2. Responsibility and Organisation

The General Law on Education, Article 51 states that the Ministry of Education will co-ordinate public and private institutions in order to establish the policy, strategy, structure and services that assist in the development of special education. Local authorities are further concerned with the implementation. The Ministries of Justice and Labour are involved in defining legislation for the handicapped.

In accordance with the General Law of Education, the National Council is responsible for building up support services for people with disabilities, for monitoring the actions, and for proposing policies concerning in this area.

3. Identification, Assessment and Orientation

Article 52 of the General Law states that the diagnosis and evaluation of disabled students will take place in special schools or by professionals hired by the child's family.

Article 52 also states that the education of disabled children will take place in special schools, however if a child is able to attend a regular school, he or she may do so with the assistance of a special education teacher.

In Special Education Schools, there are classes for the physically handicapped, the blind, hearing impaired, severely and moderately mentally retarded.

4. Age Range Covered by Legislation

Special education pertains to all persons of school age, covering basic education.

5. Integration

Integration is mainly mentioned in relation to the general goal of integrating the disabled into society. However, there is no specific policy on integration.

6. Financing of Education for Special Needs

There is no specific budget for Special Education. However, there is some financial support from some international organisations.

7. Curriculum Entitlement

Article 54 of the General law states that special education programmes should be adapted to children's aptitudes and needs at the appropriate grade level.

Special Education Schools are related to the official programs of the regular schools.

Curriculum is defined as the organisation and systemisation of children's learning experiences in accordance with national and local realities, having as its central goal the integration of the disabled into the family, community and work.

8. Post 16 Years -- Vocational Education

Emphasis is put on the importance of identifying the abilities, skills, expectations and wishes of the students with disabilities in order to prepare an adequate vocational education.

9. Teacher Training

Article 53 states that the Ministry of Education is responsible for training special education teachers.

FINLAND

1. Extent and Nature of Legislation

New legislation on comprehensive and upper secondary schools came into force in 1985. The responsibility for special education for the moderately and severely mentally handicapped was transferred from the social authorities to the school authorities. This legislation stipulates that all children should attend ordinary schools as far as possible. The main part of children with special needs are integrated into ordinary schools and are provided special support when necessary.

2. Responsibility and Organisation

Comprehensive schools provide special education for children with special needs who cannot follow ordinary teaching. Part-time remedial teaching is available for students with minor learning impediments.

Most pupils with severe handicaps are taught in regular schools. These schools implement advanced objectives set for the comprehensive schools. All schools are supervised by the National Board for Education, but rehabilitation and health care are supervised by the Ministry of Social Affairs and Health.

The responsibility for initial education of pupils with special needs is shared by educational and social authorities. The education of the most severely disabled children is provided by teaching units of special care districts.

3. Identification, Assessment and Orientation

The municipality decides on the arrangement of special education and the grouping of the pupils takes place according to the pupil´s needs.

The school board arranges the special education taking into consideration the options of parents and experts.

4. Age Range Covered by Legislation

Legislation covers the age range between 6 and 18 (general and vocational education).

5. Integration

Integration of students with special needs into regular schools is emphasised in the legislation on pupils with special needs.

6. Financing of Education for Special Needs

The state finances special schools which provide comprehensive school education to children of compulsory school age with all kinds of special needs.

7. Curriculum Entitlement

Children with special needs follow the comprehensive school curriculum. Teaching methods and curricula are geared to the pupils' abilities.

8. Post 16 Years -- Vocational Education

Orientation to working life is offered in upper secondary school. Schools may devote two weeks to work orientation over a period of three years. Traineeships are provided in co-operation with employers.

9. Teacher Training

Teachers are trained in universities in Finland. Students can opt for special education on the advanced level. These studies qualify them as special class teachers or as special needs teachers.

FRANCE

1. Extent and Nature of Legislation

Article 1 Of Law No. 75-534 of 30th June 1975 states that handicap should be prevented, that the education, care, professional training and orientation, right to work, the guarantee to minimum resources and the access to sports and leisure activities for disabled persons constitutes a national obligation. This has been further strengthend in the Circulars of 29 January 1982 and of 29 January 1983.

Article 5 of the same law states that disabled children will be admitted into regular classes or educational establishments under the jurisdiction of the Ministry of Education or Agriculture. These institutions are free of charge; all students are to be admitted despite their handicap.

The Ministry of Education Circular No. 76-156 of April 1976 states that only when a child is not able to attend regular classes will the child be enrolled in a special school. In regular schools, special education support, psycho-pedagogic support as well as transition classes are to be made available.

Since 1982 most of the important documents covering this area, issued by the Ministry of Social Affairs and Health and the Ministry of National Education, adopt the principle of integration. Another principle has been the decentralisation of administration. This concerns the Decree of 30th August 1985, and the Circular of 19th November and 27th December 1985.

The Law on the Orientation of Education of 10th July 1989 reaffirms the right to difference and the importance of integration within the education system.

2. Responsibility and Organisation

The Ministry of National Education is in charge of the education of all children including handicapped children. Specialised establishments are the responsibility of The Ministry of Social Affairs.

The integration of children in a CLIS integration course or in a regular school is often based on a 'Integration Project' involving the two Ministries mentioned above.

3. Identification, Assessment and Orientation

The Law of 30th June 1975 established in each local department a commission on special education (CDES). The decisions of the commission take into consideration the analysis performed by a 'technical team'. These decisions concern the estimated 'rate' of disability (established with respect to national standards), orientation, financial assistance and school orientation.

Since the Decree of 9th January 1989 pupils with special educational needs are divided into two categories; those officially registered as disabled (through a CDES), and those with disadvantages of social, familiar or cultural origine.

Circular 76-156 define the Committees of "Circumscription" or Enrolment or the "CCPE". There are two committees, primary and pre-primary, and secondary. The Primary committee is made up of pedagogical, psychiatric and medical experts, and school social workers.

Circular 91-302 of 18 November 1991 establishes a pedagogical committee which is responsible for integration at school. The committee is lead by the school head and persons from the special education section of the Ministry. The committee is to determine the conditions for integration in school.

Circular 91/304 of 18 November 1991 states that for a child to enter a CLIS integration course, the child must have a handicap recognised by one of the Special Education Commissions, gain permission from the CCPE and in some cases permission from the local department of education, CDES, that will partially finance the student's education.

Circular 93-248 of the 22 of July 1993 states that the interventions of all specialists who examine a child in order to determine the child's disability will be recorded in a confidential document. This document is intended to be an individualized record of the student's progress at school and the frequency of medical appointments.

4. Age Range Covered by Legislation

All levels are covered; pre-primary, primary, secondary, university and professional training.

5. Integration

Circular No. 82/2 of 1976 establishes a policy for the integration of disabled students into regular schools. Integration should offer individualized solutions for each particular student taking into consideration their disability. Pedagogical and medical support should be available. It is mentioned that integration will be most successful if it is supported by the child, parents, teachers and the administration. Integration is guided by three fundamental principles: 1) concerted actions: building relationships between government, professional organisations, local communities, parent-teacher associations, disabled children and parents associations in order to consider the manifold aspects of integration 2) decentralised co-ordinated action: reorganisation of initiatives, clarification of objectives, evaluation of national initiatives in conjunction with other parts of the administration including the Ministry of Health 3) flexible laws and regulations: past experience has shown that it is necessary for non-rigid administrative structures so that specialized personnel may intervene and fully participate in school life.

Circular 83/082 of 29th January 1983 describes the conditions under which integration may take place in schools: 1) integration of an individual student into a regular class with the aid of a special education teacher, 2) integration of a group of disabled students with the aid of special education teachers, 3) partial integration, individuals or small groups participate in regular classes from time to time.

Circular No.91-304 of 18th November 1991 establishes the "classes of school integration" (CLIS). The integration classes are to substitute special education classes, and are designed to promote the transition of disabled students into regular classes.

6. Financing of Education for Special Needs

Special education is financed by the State (the Ministry of National Education) and local authorities. The social security system, through the "caisse assurance maladi" finances the main part of the private sector.

7. Curriculum Entitlement

Disabled students in regular schools or in transition classes are required to follow the regular school curriculum adapting learning methods to suit their individual needs.

8. Post 16 Years -- Vocational Education

Circular No. 89/036 of 6th February 1989 discusses general and professional education at the secondary level. The Section of Specialised Education (SES) and The Regional Establishment for Adapted Education (EREA) are open to disabled students. Starting at the level of the "college", classes will be interdisciplinary drawing from the contents of general and technical education. After three to four years of study, students are able to obtain a certificate in professional education (CAP).

9. Teacher Training

Circular No. 90/082 of 9th April 1990 constructs a network of special education aids for students with difficulties. If a child needs extra assistance in class, the classroom teacher may request a special education aid. The goal of the *pedagogical* teaching aid is to assist children with learning difficulties, help them with the methods and techniques of classroom work, and monitor a student's progress. The role of the *rehabilitative* teaching aid is to assist children in building their self-esteem by helping them to adjust emotionally, physically and intellectually to the classroom.

For a teacher to participate in a CLIS class, additional professional training will be made available for special education teachers.

All teachers (primary and secondary level) have to follow courses of altogether 42 hours to sensitize them to rehabilitation and social integration.

Special education teachers must have a minimum of three years experience in regular classrooms. After working as a special education teacher it is possible to follow a one year training on the management of rehabilitation and special education centres, (CAPSAIS) established by the Decree of 15th June 1987.

GERMANY

1. Extent and Nature of Legislation

The Federal Republic of Germany was founded in 1949 and consisted of eleven Länder, or Federal States, until 1990. To a large extent the Länder manage their own affairs in education, and they also influence law-making at Federal level via the Bundesrat, a Parliament of the Länder representatives that exists in addition to the Bundestag, the elected Parliament.

In 1990 the former German Democratic Republic (GDR) joined the Federal Republic of Germany in the form of five new Länder. The introduction of democratic insitutions in these "new Länder" also involves a fundamental restructuring of the educational system.

In the Federal Republic of Germany there are now sixteen Länder, to each of which the "Grundgesetz" (Basic Law, i.e. Constitution) gave cultural autonomy. Accordingly the Länder in the Federal Republic of Germany exercise both legislative and administrative authority over school affairs.

There is no national legislation in Germany. Legislation is enacted in and applicable to each Land or District. Each Land (district) has a school law of its own. Due to this fact the German education system is characterized by a cooperative federalism. The education system of what used to be Eastern Germany (now the "new Länder"9 will also have to be reconciled with the structures of the "old Länder".

2. Responsibility and Organisation

In the field of education the Federal Government represented by the Ministry of Education and Science plays among other things an important role in the general planning of education and in the promotion of innovation.

The "KMK" ("Die Ständige Vertretung der Kultusminister der Länder in der Bundesrepublik Deutschland" - The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder) serves to co-ordinate the work of the sixteen ministries.

One of the four standing committees of the "KMK" is the Schools Committee. It examines all matters of national interest in primary and

secondary education, teacher training, and, in close co-operation with the sub-committee for vocational training, all matters pertaining to vocational and technical schools. It submits its proposals to the plenary session of the "KMK", in which resolutions must be planned unanimously. The ministers commit themselves to put these resolutions into practice or to support them in the cabinets and parliaments of their Länder.

Supervision of the school system is the responsibility of the Ministries of Education and Cultural Affairs of the Länder in their capacity as the highest educational authority.

School administration, which has different forms of organisation, is in many cases structured as a three-tiered system with the Ministries forming the upper level, the district school departments or independently existing secondary schools´ offices ("Oberschulämter") the middle level, and the schools´ offices ("Schulämter") local authority, the lower level.

3. Identification, Assessment and Orientation

Early assistance for disabled children is a necessary and important target for inclusive education. In 1973 the education committee of the German Board for Education ("Deutscher Bildungsrat") adopted recommendations about "The Pedagogical Support of Handicapped and Handicap-Threatened Children and Adolescents".

The setting up of institutions to diagnose disability at the earliest possible stage, and the provision of appropriate educational and therapeutical assistance in good time for those children who are threatened by disability was recommended and put into practice.

A flexible system of support measures, located at integrated settings of kindergartens and general schools, was provided for the children concerned, at an early age. Special pedagogical, educational and therapeutical support is still provided by counselling services which are, in some cases, located in special schools.

The purposes of these counselling services, often functioning as remedial committees ("Förderausschuss"), is to identify disabilities as early as possible, and to overcome or prevent them. For this reason experts work in close co-operation with educators, physiological therapists, school psychologists and medical services at these services or resource centres. Special educational needs are determined by the school administration

based on the assessment and orientation (recommendation) given by the remedial committee.

According to the recommendation of the remedial committee the administrator or supervisor (school inspector) decides whether the child will attend a regular school, stay there to get special support, or obtain education at a special school.

In the process of identification, assessment and orientation the following points have to be considered:
- type and range of support,
- intervention of parents and recommendation of external services,
- opportunity of support in a regular school,
- availability of necessary special education,
- equipment of technical, and other special media, constructional conditions.

Various external services influence the procedure, e.g.
- Child Guidance and Counselling Services
- School Health Service
- School Helpers.

4. Age Range Covered by Legislation

Legislation applies to pre-school (kindergarten and regular school facilities), primary and secondary education. Germany has 9-10 year compulsory schooling for all students.

5. Integration

The joint policy of the different Länder is aimed at schools promoting inclusive education. More and more Länder modify their school laws at present. The main consideration being to find the right kind of special education suited to each child´s individual needs.

In the last decade, attempts to teach disabled and non-disabled children in a common environment have increased. Children and adolescents with special educational needs may attend mainstream schools if the necessary educational equipment is available.

The following factors are seen as of priority in order to achieve inclusive education: a high standard of competence for teaching and training staff, comprehensive knowledge of all rehabilitation measures and co-ordinated

collaboration between vocational training, regular schools, social welfare and medical services.

To help bring about an effective inclusive provision for all students with special educational needs a well-elaborated network may serve to implement all forms of special needs education. In order to achieve this aim, Resource Centres ("Förder-zentren") were founded. They function in close co-operation with the external services mentioned above and operate the following tasks;

- providing expertise and remedial programmes,
- preparing and arranging meetings of remedial committees,
- taking care of the necessary assistance for teachers with competence in special education,
- giving advice to parents of disabled children,
- bringing together, in a multi-disciplinary way, all the provision the disabled child depends on in his/her classroom, primary or secondary school.

In principle the demand for integrated support in regular schools is now legally ensured in most of the Länder.

6. Financing of Education for Special Needs

Responsibility for financing lies within the Länder. At present an increase in funding for inclusive education can be observed. Additionally, disabled children and adolescents are provided with extra financial support.

The financial framework of schools does not differ in the Länder, i.e. it is comparable to all students. Social Welfare Services often help to improve the technical equipment of inclusive and special schools.

However, in the organisation of special schools, the private sector has been relatively important. In 1987, approximately 27% of all special schools functioned by private donations.

7. Curriculum Entitlement

Integration reflects all kinds of disabilities and different types and forms of schools. According to the cultural and educational autonomy of the Länder one can find differences as well as parallels in policy, responsibility and organisation of fundamental curriculum attainments and standards.

For children with special learning difficulties, remedial programmes in addition to and in connection with basic instruction courses are offered in primary and secondary schools.

In general, children with special educational needs are given support for their mental, physical and social development by the curricula of the differentiated systems of schooling under the guidance of special education.

8. Post 16 Years - Vocational Education

At present preparations are underway in some Länder to improve vocational training and job prospects for young people with special educational needs.

9. Teacher Training

The training of teachers requires the study of at least 8 semesters in a teacher training college ("Pädagogische Hochschule") or at a university. The training of teachers for regular schools includes a survey concerning the instruction in special educational needs. The special education training of the teaching staff at general schools, however, is a vital issue.

Professional and in-service training of staff has to take into account the educational, teaching, therapeutical and care facilities, and moreover, consider close co-operation with extra-curricular areas of support.

After graduating from university or college special education teachers can receive further training at university in the form of 3-4 semester courses.

GREECE

1. Extent and Nature of Legislation

Law No. 1143/30-3-1981 was the first one concerning the organisation of Special Education in Greece. This law was enriched and incorporated into the Law No.1566/1985 dealing with general education (K-12 grades). Law 1894/90, Article 2 refers to supporting the teaching of immigrant children

and other pupils with learning difficulties, and Article 8 refers to the establishment of the Council in the Ministry of Education responsible for the special personnel of special education units and to other organisational subjects of Special Education. Beyond these there is a number of decrees concerning Special Education.

2. Responsibility and Organisation

The Ministry of Education is responsible for the education of disabled children. Within the Ministry of Education, there is a directorate for Special Education, which cooperates with all educational services in the country and especially with the 16 special education school advisors, each one being responsible for one district.

Today (1994) there are about 200 small special schools and 650 special classes in regular schools. Most of them are at the level of primary education.

3. Identification, Assessment and Orientation

Disabilities are identified firstly by teachers and parents. For severe handicaps, assessment is undertaken by a medico-pedagogic service. There are about 45 such centres in Greece and 35 ambulatory assessment units in the different prefectures. Guidance and orientation is offered by the school advisors and the school psychologists of special education.

4. Age Range Covered by Legislation

According to Law 1566/85 the age range covered by Special Education extends from 3-18 years, that is during pre-primary, primary and secondary education.

5. Integration

The integration of the disabled into regular schools is one of the main targets of the educational policy. At the present there are two channels in the regular schools for the implementation of this policy; the programme of special classes, and the programme of supporting teaching. [2]

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2 - CERI/OECD, *Project on Children and Youth at Risk*, Report on Greece, Stelios Nicodemos, 1991.

6. Financing of Education for Special Needs

Financing of Special Education is provided by the State. It is incorporated into the financing of primary and secondary education.

7. Curriculum Entitlement

There are no separate special education curricula. The teachers who are working in special education programmes, in cooperation with the school advisors of Special Education, have the right to make adjustments of the ordinary school curricula according to the needs and abilities of their pupils.

8. Post 16 Years -- Vocational Education

Disabled children who can continue their studies at lyceums (upper secondary) or tertiary education, are given the possibility to do this. There is a small number of special lyceums for deaf and physically handicapped children. Deaf and blind students who finished the lyceum may continue their studies in the University without entrance examinations. Vocational Education for the disabled has not been developed enough. There are only 7 special vocational education schools and some workshops in different institutions. Sporadically one can meet disabled students in regular vocational schools.

9. Teacher Training

Beyond the four year basic studies at University departments, the teachers working permanently in special education units of primary level have taken a two-year in-service education course in special education or approved special education diplomas. Some courses of special education are offered during the basic studies of teacher education as well as during in-service education programmes.

HOLLAND

1. Extent and Nature of Legislation

The Special Education Interim Act (ISOVSO) came into force on 1st August 1985 and is intended to remain in force for 10 years. It requires

that special primary and secondary education be provided for children who need a "primarily orthopedagogic or orthodidactic approach."

The Special Education Interim Act defines the objectives of special education and its division into different types of schools, and provides regulations for the organization of teaching in special schools (the educational and developmental curriculum, the school work plan and the number of school hours and school days). It governs the status of the staff, pupils (admissions) and parents. There are also provisions with regard to the establishment and closure of schools, their accomodation and funding. The main implementing orders pertaining to special education (primary and secondary) under the Special Education Interim Act are the;

- *Special Education Pedagogical Decree* (Onderwijskundig Besluit ISOVSO). Regulations with regard to teaching in special schools.
- *Special Education Staff Establishment Decree* (Formatiebesluit ISOVSO).
- *Special Education Funding Decree* (Bekostigsbesluit ISOVSO/OISOVSO).
- *Special Education Building Decree* (Bouwbesluit ISOVSO). Regulations relating to the dimensions, construction, siting and lay-out of special schools.

2. Responsibility and Organisation

Special schools may be either publicly or privately run. Public schools are run by the municipalities. There are no special schools run by the provinces or the state. Of the 1004 special schools (1990/91), 27% are publicly run and 73% privately.

Every special school is legally required to set up a participation council (Education Participation Act 1992) (WMO 1992), whose membership comprises equal numbers of elected representatives of staff and parents, varying in total from 6 to a maximum of 18, depending on the size of the school. Parental participation can also take place through the parents' council, which advises the parents' representatives in the participation council and coordinates parental activities.

3. Identification, Assessment and Orientation

A child is admitted into a special school only if it is clear that an orthopedagogic or orthodidactic approach is needed.

A disability may be identified by parents, teachers or counselling services. Parents decide in consultation with school staff if a child should attend a special school suited to the child's needs. There are schools for children with learning difficulties, physically handicapped, deaf, hearing impaired, speech disorders, blind and visually impaired, multiple handicapped, the chronically ill, and the mentally retarded.

The school board decides if a child is to be admitted into a special school. It is advised by a committee of experts who test the child. The committee consists of the head of the school, a doctor, a psychologist, a social worker and an educational expert. The composition of the committee may vary. The committee makes a recommendation to decide if the child is suitable for the school. The parents have access to the committee's report. If a child enters a special school, he or she is re-assessed in two years to determine whether the child is at the right school or if he or she should be moved to another special school or an ordinary school.

4. Age Range Covered by Legislation

Primary and secondary education are covered. There is no general age range within special education; it varies depending on the schooltype, from 3, 4, 5, 6 years in primary special education up to the age of 20 in secondary special education.

5. Integration

Special education is provided in separate schools.

The Act: "Together to School Again" concerning the integration of children with learning and behavioural disabilities has been accepted by the Second Chamber of Parliament and is now sent for approval to the First Chamber (June 1994).

6. Financing of Education for Special Needs

Special schools (both primary and secondary) are funded by central government.

The "Special Education Funding Decree" discusses the cost of special education. It states that "administrative regulations relating to the commencement and termination of funding for special schools (primary and secondary), and their financial security; regulations concerning pupil records and school rolls and providing the basis for reimbursement claims".

7. Curriculum Entitlement

The Special Education Pedagogical Decree discusses the curriculum content of special education.

8. Post 16 Years -- Vocational Education

There are three tracks possible; A) reintegrate in (regular) vocational education, B) take an exam in the schooltype secondary education for pupils with emotional and behavioural disturbances, C) be a guest-pupil in regular education (following a part of the programme).

9. Teacher Training

The Special Education Staff Establishment Decree discusses staffing in special education. It states provisions for fixing the staff establishment budget.

HUNGARY

1. Extent and Nature of Legislation

Section 6 of the 1993 Act LXXIX on Public Education states that "education is compulsory for every child....Compulsory education (begins at age 6) and lasts until the end of the school year when the student reaches the age of 16. In the case of students with sensory, speech or other handicaps, compulsory education may be extended as long as the end of the school year when they become 18 years of age."

Section 30 of the Act stipulates that children with physical, a mild degree of mental, sensory, speech or other handicap have the right to receive

special pedagogical provision, kindergarten education and school education in accordance with their condition from the time the handicap is diagnosed.

Boarding schools are set up for children with moderate handicaps and special vocational schools are set up after compulsory education.

2. Responsibility and Organisation

The Ministry of Culture and Education is primarily responsible.

3. Identification, Assessment and Orientation

Section 6 of the Public Education Act states that it is the head of the school that makes the decision about a child's physical, mental, sensory, speech or other handicap on the basis of an expert's report and the opinion of the rehabilitation committee.

Section 30 states that on the basis of the expert's report and the rehabilitation committee's advice the parents may choose the special education institution where the child is to be enrolled.

Section 30 also states that in the interest of a child or student, the notary of the local authority can oblige parents to take the child to an expert's examination which is a pre-requisite for enrolment at an appropriate institution. If there are no places available at the preferred institution the child will be put on a waiting list at another school.

4. Age Range Covered by Legislation

Compulsory education may be prolonged until a student is 18 years old.

5. Integration

Information unavailable.

6. Financing of Education for Special Needs

All education is to be state run, free of charge to parents.

7. Curriculum Entitlement

Information unavailable.

8. Post 16 Years -- Vocational Education

Information unavailable.

9. Teacher Training

Information unavailable.

ICELAND

1. Extent and Nature of Legislation

The Primary School Act of 1974 stipulates that the school shall adjust its function in accordance to the nature and need of its pupils and strive to support all children in achieving all-around development, health and education. Children who deviate significantly from normal development and can not follow regular classes will be taught in special schools.

The Act on the Affairs of the Handicapped (no.59/1992) aims to provide all handicapped people with equality and living conditions comparable with those of other citizens, and to provide them with conditions that enable them to live a normal life. This includes entitlement to children with disabilities to attend play-school operated by local authorities.

The Play-school Act (no.78/1994), covering the age range 0-6, entitles all children with disabilities to neccessary special support within preschools and stipulates that all pre-schools shall be physically accessible to handicapped schildren.

The Compulsory School Act (no.49/1991), dealing with the age range 6-16, stipulates that the school shall adjust its function according to the nature and needs of its pupils and strive to support all children in achieving an all-round development, health and education. Children who need special educational support shall get it in their own home school, unless his/her parents, teachers or specialists consider a special unit or school

more suitable. Regulation of Special Education (no.106/1992) pertaining to the Compulsory School stipulates that ordinary schools shall be organised as a whole to take account of the educational needs of all children.

The Upper Secondary School Act (no.57/1988), covering the 16-20 age range, grants the right of entry to secondary education of everyone who has finished compulsory school or has reached the age of 18. Students with disabilities are entitled to appropriate education, training and support in their studies.

2. Responsibility and Organisation

The Ministry of Education and Culture has the main responsibility for special education.

At the Pre-school level administrative responsibility is in the hands of Local Authority Play-school Committees and Play-school Head Teachers.

Under the present law, power of administration at compulsory school level is transferred to District Education Officers by allocating a certain proportion of the total number of teaching hours for special education in regular schools. A Bill of Law, shortly to be presented to the Legal Assembly, proposes a transfer of all primary Schools and District Education Offices to local Municipalities on August 1st 1995. School principals are responsible for the planning in their School Curriculum, and class teachers for constructing teaching plans for individuals and groups of pupils.

At Upper-Secondary Schools Head Teachers are responsible for services.

Special education services are organised as support either inside or outside classes, as special units inside regular schools or as special schools.

At pre-school level children with disabilities are fully included.

At compulsory school level there are special units or schools for the deaf, blind, mentally retarded, emotionally disturbed and multiple disabled encompassing 0.6% of the population. In every major regular school a Student Welfare Committee, comprising the Principal, the Special Educator, the Guidance Counselor, the School Nurse and the SPS representative, coordinates the special education services.

At the upper-secondary level a new Bill of law proposes a pre-secondary option for those who have not passed minimum grade in compulsory school and special units for students with disabilities.

3. Identification, Assessment and Orientation

The State Diagnostic and Counselling Centre is responsible for the assessment of people with disabilities, counselling and giving advice to parents and professionals as well as registration and storage of data. This is done in collaboration with social, educational and health authorities. It concentrates on the pre-school population deriving most of its referrals from paediatricians and pre-school teachers.

Mobile Psycho-pedagogical Services, providing assessment and counselling for pre-schools exist in some of the larger Local Authorities. Area committees for the Affairs of the Handicapped (Law no.59/1992) provide consultation in some areas.

At the compulsory school level Schools' Psychological Services, located in all District Education Offices, are instrumental in evaluating the needs of individuals in regard to special education. A third of their referrals comes directly from parents. Their role is the assessment and consultation concerning children with special educational needs in regular and special schools. Special Educators in the schools also do a considerable amount of assessment.

According to the Regulation on Special Education parents have the right to access all information pertaining to their child´s schooling.

At the upper-secondary level Guidance Counselors within the schools are prominent in providing evaluation, support and referral for students with special needs.

4. Age Range Covered by Legislation

Pre-school, primary, secondary and vocational education are covered.

5. Integration

The Circular on Special Education 1 August 1990, stresses integration. It states" Integration of handicapped and non-handicapped children shall be an aim of systematic school development."

The Circular assumes that special schools will continue to function, however, no labels or handicap categories are mentioned, and it is envisaged that provision will be organised according to individually assessed need.

The Play-school Act, the Compulsory School Act and the Upper-Secondary School Act all stress that students with disabilities should obtain their education alongside non-disabled students wherever possible. Categorisation of handicaps has been discounted, decisions on provision now being based on individually assessed needs.

The Regulation on Special Education for the compulsory school level stipulates that "Integration of disabled and non-disabled students in their home-school shall be approached through systematic school development". The Regulation assumes, as does the law, however that special schools continue to function for those students whose home schools fail to provide appropriate education for them. The special schools also serve as advisory centres for pupils with disabilities in regular schools.

6. Financing of Education for Special Needs

At the pre-school level all funding comes from the municipality. Funds for the compulsory schools go through the hands of the District Education Officers. Special schools and units serving the whole country are financed separately from the regular schools.

7. Curriculum Entitlement

No formal National Curriculum exists for pre-schools, but play-school Head Teachers are responsible for writing a School Curriculum with reference to an Education Plan for Play-schools (Uppeldisáætlun fyrir leikskóla. 1993) published by the Ministry of Education and Culture. All children at that level are entitled to access to the regular programme.

All compulsory schools are required to implement the National Curriculum for all children. Special Educational Needs are defined in the Regulation for Special Education as "... a significant change in teaching objectives, content, situation or methods compared to what other pupils of the same age are offered". Special Education involves "... the construction of educational plans for individuals or groups ... containing short and long-term objectives ... teaching according to the plan (and) recording and

review of the plan". Special needs and special education are thus defined in curriculum terms.

Upper-secondary schools have no National Curriculum, decisions on entitlement of access to the school syllabus being in the hands of the Principal.

8. Post 16 Years -- Vocational Education

Students with special needs, after finishing compulsory school at the age of 16, are offered vocational education as part of the Upper-Secondary School system based on that law.

9. Teacher Training

Icelandic College for Pre-school Teachers offers experienced pre-school teachers one year of further education in special needs in accordance with Law on the College (no.10/1973). Many pre-school teachers carry on their education abroad.

Education of special education teachers at compulsory school level is offered as a post-graduate programme for teachers with minimum of two years teaching experience. The programme is offered at the University College of Education and leads to a diploma after one year full-time study and a Master of Education degree after two years. This is based on the Law of The University College of Education (no.29/1988). The Ministry of Education and Culture grants certification on the basis of the qualification commensurate with Law on the Protection of Title and Praxis of Primary School Teachers, Secondary School Teachers and Principals (no.48/1986). A Diploma qualifies for certification as a Special Educator in regular schools and an M.Ed. degree qualifies for certification as a Special Educator in special schools and special units.

INDONESIA

1. Extent and Nature of Legislation

The Law of the Republic of Indonesia, No.2 1989 on the National Educational System, Article 8 states that "Citizens with physical and/or

mental disability shall get special education." Article 11 states that, "special education is specially designed for those who are physically or mentally disabled."

Government Regulation for the republic of Indonesia No. 72, 1991 on the chapter on Special education states that "special education is aimed to help citizens with physical and or mental disabilities in order that they can develop their attitude, knowledge and skills....in communication with society, culture and environment, also they can develop their abilities in the job market or continue their education."

2. Responsibility and Organisation

The Ministry of Education and Culture, the Ministry of Health, and the Ministry of Home Affairs are concerned with the education of the disabled. The Ministry of Education and Culture is responsible for the education of disabled children. The Directorate for Primary Education, Sub-Directorate of Special Education is specifically concerned with educational provision for the disabled.

3. Identification, Assessment and Orientation

Information unavailable.

4. Age Range Covered by Legislation

Special education is offered in primary and secondary school.

5. Integration

Information unavailable.

6. Financing of Education for Special Needs

Information unavailable.

7. Curriculum Entitlement

Chapter 9, Article 38 of the Law on the National Education System states that, "The conduct of educational activities within an education unit shall be based on the national curriculum and the curriculum which is adjusted to the situation, and to the need of the environment and the special identity of the educational unit concerned."

8. Post 16 Years -- Vocational Education

Presidential Decree Number 29 dated 10 July 1990 on Secondary Education, states that "technical and vocational education priority is to prepare students to enter the world of work and develop professional attitude" (chapter 2 article 3) and "students have the right for special service if disabled" (chapter 8 article 17).

The Ministry of Education and Culture Decree Number 0490/U/1992 dated 30 December 1992 on Technical and Vocational Schools states that "technical and vocational schools are education units which conduct education as continuation of basic education and prepare the students to enter the work force and develop professional attitude" (chapter 1 article 1) and "to be admitted as student of a technical or vocational school, the candidate has to fulfill the following criteria; 1) Have a diploma of a lower secondary school, 2) Physically and mentally healthy, 3) Physically suitable for the study program, that he/she chooses, 4) Not more than 21 years old, 5) Pass an entrance test held by the school, 6) Not getting married during education.

This implies that acceptance of disabled students varies according to study program and relevant field of work.

9. Teacher Training

Information unavailable.

IRELAND

1. Extent and Nature of Legislation

The Irish constitution (1937) requires that "The State shall provide for free primary education."

The only legislative provision governing attendance at school dates from 1926, The School Attendance Act. This Act requires all children from the ages of 6 to 15 years to attend school unless parents choose to make some other educational provision for the education of their children. The 1930

Vocational Education Act incorporates legislation on the education of some pupils of post-primary age.

A Green Paper "Education for a Changing World" was published in June 1992. This document is intended to generate discussion and proposals which will define educational policy into the next century.

The result of the Green Paper discussions will be a White Paper on education. Its publication will form the basis for an Education Act . Legislation is to be enacted in 1994-1995.

A Special Education Review Committee completed a report in 1993. This report will most likely guide policy for the disabled. Some of its recommendations have been implemented or will be implemented in the future as resources permit.

2. Responsibility and Organisation

Primary education is provided for by the Department of Education within the framework of "Rules for National Schools", while about 1.5 % of pupils attend private primary schools.

Each national primary school has a Principal teacher, a Board of Management and a Patron. The Board is responsible for managing school affairs, to which the Patron nominates the chairperson and three members. The Department of Education deals directly with the boards of individual schools. A special education section is responsible in relation to special schools in such issues as enrolment and staffing levels.

The Special education system is comprised of three broad levels: 1)supported enrolment in mainstream classes with assistance from a specialist teacher 2) special classes in mainstream schools 3) Special schools some of which are managed by religious congregations.

The Department of Health, through the Health Boards provides services for children before they reach compulsory school age. Care centres are available to offer medical, therapeutical and psychological assistance.

The "Special Education Review Committee Report" (1993) mention that second-level education is provided in Secondary Schools, privately owned but almost entirely State funded, and in Comprehensive, Community and Vocational Schools and Colleges.

3. Identification, Assessment and Orientation

Children with severe and profound mental handicaps do not generally attend school. About 200 of these children, out of an estimated 2,000 are being provided for in an educational service as part of a pilot project by the Department of Education. This service is being expanded at present.

4. Age Range Covered by Legislation

There is no current legislation that deals with special education.

5. Integration

Educational provision for pupils with special needs is made in both ordinary and special schools. Today, about 0.9% of all primary and post primary pupils are receiving their education in special schools.

Approximately 2,300 pupils with various types of physical, sensory, and mental handicaps and with language disorder are enrolled in special classes in primary schools. Another relevant development has been the appointment of additional teachers to primary and post-primary schools in areas of socio-economic disadvantage.

The 114 Special Schools (National Schools) have a combined enrolment of about 7,600 students.

6. Financing of Education for Special Needs

The special education system is grant aided; the Ministry of Education is responsible for teacher salaries and approximately 85% of capital costs and grants towards operating costs.

7. Curriculum Entitlement

All pupils are entitled to access a curriculum which aims to enable them to achieve in accordance with their potential.

8. Post 16 Years -- Vocational Education

Post-school education and training are provided by three government agencies responsible for industry and employment (FAS), for hotel, catering and tourism (CERT) and for agriculture (TEAGASC). Many post-

primary schools offer post-Leaving Certificate courses (PLC's), including Vocational Preparation and Training II (VPT II) courses.

Vocational training centres for trainees with serious learning difficulties and handicaps are provided by the National Rehabilitation Board and by voluntary agencies.

9. Teacher Training

The Colleges of Education provide the initial training of all teachers. After some years of teaching experience, teachers who teach in special schools and classes may spend a year of full time study to receive a Diploma in Special Education. There is also a wide range of relevant inservice courses available at present.

ITALY

1. Extent and Nature of Legislation

Law No. 118 of the 30th of March 1971 recognises "civil invalidity." This law formed the basis for the insertion of disabled children into regular classes assisted by specialised personnel.

Law No. 517/1977 states that disabled children may be enrolled in a regular school with the assistance of a specialised teacher and psycho-pedagogical services. These classes shall not be composed of more than 20 pupils. The child's school programme will be planned by teachers.

Law of 5 February 1992 n. 104 concerning the assistance, social integration and the rights of disabled persons.

This law affirms that disabled persons should be integrated into regular schools. The law covers primary to university education.

Decree of the Minister of Public Education of 19 December 1992 containing the rules for examinations within state and private schools of primary and secondary level for the year 1992/1993.

2. Responsibility and Organisation

The Ministry of Public Education, Public Health and Social Affairs on the national level is involved in the education of disabled students. Since 1970, regional authorities were granted greater authority. The local authorities are to organise educational activities and vocational education for the disabled.

3. Identification, Assessment and Orientation

The national health service provides a diagnosis of a child's health at the entrance to pre-primary or primary school. The school and local health unit define the child's programme of study. The child's results are reviewed twice a year.

4. Age Range Covered by Legislation

Primary, secondary and higher education are covered. Including the University.

5. Integration

Law No. 517/77 abolished some examinations which allowed pupils to move up from a class other than of the same school cycle; it also provided different forms of integration of disabled children by means of special education support teachers.

The same law states that classes in which there are disabled pupils, shall number at most 20 students. There will be a support teacher in each class, and he/she can teach a child with special needs individually for six hours a week. Classes in which there is a disabled child shall also have the support of specialized personnel from the psychopedagogical services, under the responsibility of the State and local Authorities, according to each one's competence and within the limits of their resources, on the basis of the programme established by the District Council of the school. The teachers college planning the programme of activities of the disabled child shall also have the support of specialized personnel from the psychopedagogical services, under the reponsibility of the State and local Authorities, according to each one's competence and within the limits of their

resources, on the basis of the programme established by the District Council at the school.

The Frame Law of 1992 on assistance, social integration and the rights of Disabled Persons was enacted to integrate and improve previous legislation. For such matters which are not directly addressed by the Frame Law, its articles refer to legal instruments to be issued by the State, and administrative regulations enacted by regional, provincial or municipal authorities, which have promtly to be put out.

The Ministry of Public Education has created an Observatory Committee to evaluate current integration practices and to make proposals for future integration projects. Persons on this Committee include: the chief of the Office for Studies and Programming, representatives from the Ministries of Social Affairs, Youth, Work, Interior, Health and Treasury, and representatives from handicapped organisations.

6. Financing of Education for Special Needs

The Law No. 104 of 1992 includes many articles in order to determine the financial responsibility of the single national bodies. In brief, some activities are at the charge of different ministries, moving from and coordinated by the ministry for public education. Also Local authorities (which sometimes depend on the single national bodies and sometimes have their own specific competences have the duty to intervene even if "within their own resources". On 24 February 1994 the President of the Republic has promulgated a decree aimed at the determination and co-ordination of the duties of health units regarding the disabled pupils.

7. Curriculum Entitlement

There are no differences between disabled students and normal ones. When the disabiltity is very severe, the student can obtain only a certification of frequency instead of the normal title to which he/she has right. This happens at the end of the compulsory education and no obstacles are provided till that moment.

8. Post 16 Years - Vocational Education

This kind of education is provided at the end of compulsory education even when the pupil has got the simple certification. Normally vocational education is given both in public and in private structures under the control and with the financial support of local authorities.

As already specified, the law no. 104 allows disabled people to get ordinary degree - if they are in condition to - of University.

9. Teacher Training

Teacher training is entrusted to public schools and to schools held by private associations, and the courses are funded by the Ministry of Public Education. Such courses last about two years, with 1.300 hours of lectures and resulted in the qualification of high-School support Ordinary Teachers.

JAPAN

1. Extent and Nature of Legislation

A 1979 Government Order established nine years of compulsory education for disabled pupils.

The Order for the Enforcement of the School Educational Law defines the degree of handicap that allows children to be eligible for special schools. Education for severely handicapped children is provided in special schools, education for mildly handicapped children is provided in special classes or ordinary classes with special arrangements. There are seven categories of special schools: blind, deaf, mentally retarded, physically disabled, emotionally disturbed, speech and health impaired.

2. Responsibility and Organisation

The Department of Education and Culture is primarily responsible for the education of disabled students.

3. Identification, Assessment and Orientation

Information unavailable.

4. Age Range Covered by Legislation

Primary and secondary education are covered; nine years of compulsory schooling.

5. Integration

Information unavailable.

6. Financing of Education for Special Needs

The Ministry of Education provides almost half of the total public expenditures on education. Special schools are funded by the national government, prefectures and municipalities. Subsidies are offered to parents who are forced to put their children in special education boarding schools far from their homes.

7. Curriculum Entitlement

Information unavailable.

8. Post 16 Years -- Vocational Education

Information unavailable.

9. Teacher Training

Information unavailable.

JORDAN

1. Extent and Nature of Legislation

The 1993 Law for the Welfare of Disabled Persons defines a disabled person as one who possesses "a permanent, partial or total impairment in any of his senses or physical, psychological or mental abilities to the

extent that the ability to learn, to be rehabilitated or to work is limited in a way which renders him/her short of fulfilling his/her normal daily requirements in circumstances similar to those of able-bodied persons."

The 1993 Law recognises "the right of disabled persons to education and higher education commensurate with his/her abilities."

2. Responsibility and Organisation

The 1993 Law established the National Council for the Affairs of Disabled Persons. This Council is comprised of Members from the General Ministry, Ministries of Labour, Education, Health, Higher Education, Youth, Information, a representative from the Armed Forces, Queen Alia Voluntary Fund, General Union of Voluntary Agencies, Director of Special Education and representatives from disabled persons groups. The main goal of the Council is to "draft the general policy for the welfare, rehabilitation and education of disabled persons . . . . Lay down a national plan for the protection against the occurrence of disability . . . soliciting grants . . . laying down internal executive organisational structures."

According to this law, the Ministry of Social Development is responsible for the welfare of disabled citizens. The Ministry of Education and the Directorate of Special Education is responsible for the education of the disabled.

3. Identification, Assessment and Orientation

Article 4 of the same law states that, "The Ministry shall provide the social assessment required for the determination of the nature and degree of disability. The Ministry shall provide to those with multiple and severe disabilities the special services for disabled persons in the fields of welfare, care, relief, and training as well as family and information services."

The Ministry of Education "shall provide the educational assessment required for the determination of the nature and degree of disability . . . . They shall provide primary and all forms of secondary education for disabled persons as commensurate with their capabilities, among which the educational provisions that include programmes of special education."

4. Age Range Covered by Legislation

Primary, secondary and vocational education are included in the 1993 law.

5. Integration

Article 3 of the 1993 Law states that, "The philosophy of the Hashemite Kingdom of Jordan . . . stresses the following principle: The right of disabled persons to be integrated into the general life of the society."

The 1993 Law defines special education as, "educational and teaching services offered to disabled persons for the purpose of fulfilling their needs, developing their capabilities and helping them integrate into society."

6. Financing of Education for Special Needs

The 1993 Law exempts all educational and medical materials used by the disabled from customs duties and other taxes. Also, centres and other establishments belonging to the government concerned with the welfare of disabled persons are exempted from real estate taxes.

7. Curriculum Entitlement

Information Unavailable.

8. Post 16 Years -- Vocational Education

The Ministry of Labour and the Vocational Training Corporation shall provide "the programmes and plans and the evaluation services necessary to achieve the appropriate vocational training for disabled persons, and the development of their capabilities, creation of appropriate employment opportunities and support for protected workshop projects."

9. Teacher Training

Information unavailable.

MALAYSIA

1. Extent and Nature of Legislation

The Provision for Special Schools and Special Educational Treatment for Disabilities in the 1961 Education Act establishes the basis for special schools. Special Schools are defined as schools which provide special educational treatment for pupils with disabilities.

2. Responsibility and Organisation

Chapter 4 of the 1961 Act provides that the Minister shall establish and maintain educational institutions including special schools.

The 1981 Mahathir report and the Recommendations of the Cabinet Committee Pertaining to the Education of Children with Special Needs emphasises a greater governmental role and commitment with the participation of voluntary organisations as supplementary and complementary in nature.

Recommendation 169 stipulates: "realising that the government should be responsible for the education of handicapped children, it should recommend that the government should completely assume this responsibility of providing education from the organisations that are managing it at present. Besides, the participation of voluntary organisations improving the education of handicapped children should continue to be encouraged."

In response to the 1981 report, a committee comprised of the Ministries of Education, Health and Welfare Services and Labour was convened to delineate the functions of each Ministry in the education, rehabilitation, vocational training and job placement of the handicapped.

The Ministry of Education is concerned with the education of the hearing impaired, visually handicapped and the "educable" mentally retarded.

The Ministry of Welfare Services is concerned with the education of the physically handicapped, moderate, severe and profoundly mentally retarded, and the education of spastics.

The Ministry of National Unity and Social Development (Welfare Services) undertakes the registration of the special needs population (above the schooling age of 19 years) and provides financial assistance for the disadvantaged. It also implements programs for community based rehabilitation.

3. Identification, Assessment and Orientation

Part XII of the 1961 Act states that the Minister may make rules for "defining the several categories of pupils requiring special educational treatment and the method appropriate for the education of pupils in each category in special schools or otherwise."

The Ministry of Health is responsible for the early identification and screening of disabled children. Medical and para-medical personnel are involved in the evaluation.

4. Age Range Covered by Legislation

Compulsory schooling is covered.

5. Integration

Visually and hearing impaired students are present in mainstream classrooms.

6. Financing of Education for Special Needs

The Mahathir report is considered to mark the "golden area" for special education in Malaysia since it has "secured the increased commitment and financial provisions from the Federal Government of Malaysia."

7. Curriculum Entitlement

The 1984 Child Care Centre Act sets minimum standards for children's physical care (health, nutrition and safety). In addition, the Act stipulates that the duration of schooling in a special school should not be less than in a regular school. The curriculum "should be part and parcel of the national curriculum but modification is permitted when deemed necessary and practicable."

8. Post 16 Years -- Vocational Education

Information unavailable.

9. Teacher Training

Information unavailable.

MALTA

1. Extent and Nature of Legislation

Part I of Act No. XXIV of 1988 states that, "It is the right of every citizen of the Republic of Malta to receive education and instruction without any distinction of age, sex, belief or economic means."

Part III of the Act states that, "It shall be the duty of the State to provide special schools for the children of Maltese citizens being minor children having special educational needs."

Further, "A minor shall be deemed to have special educational needs when that minor has special difficulties of a physical, mental or psychological nature."

2. Responsibility and Organisation

The Ministry of Education is responsible for the education of disabled children in mainstream and special schools. Voluntary organisations are active in this domain.

The Ministry of Education has established a Special Education Department which provides counselling and a home teaching service.

Special schools are designed to cater for children with mild learning disabilities. Hospitals care for children with severe difficulties.

3. Identification, Assessment and Orientation

Medical services identify children with severe mental handicaps. Children are screened before entering kindergarten at age 3.

Assessment for special education is conducted by an interdisciplinary team comprising, as required, an educational psychologist, an education officer, speech therapist, and the heads of the receiving special schools. Parents are present when children are tested. In most cases, they consent to their child being posted in a special school.

4. Age Range Covered by Legislation

Education is compulsory for all children ages 6-16. Legislation covers pre-primary, primary, secondary and vocational education.

5. Integration

There is no policy for integration. However, children with mild learning difficulties, and the physically handicapped are integrated into regular schools. These children are supported by teaching assistants.

6. Financing of Education for Special Needs

All education is financed at the national level. Neither parents nor voluntary organisations contribute.

7. Curriculum Entitlement

Information unavailable.

8. Post 16 Years -- Vocational Education

Children with mild learning difficulties are admitted to trade schools. Pupils with severe learning difficulties are admitted to adult training centres.

9. Teacher Training

Special education teachers transfer to Special Education after two years of teaching in a normal school. In some cases, teachers undertake a special education course abroad. There is a two year evening course leading to a diploma in special needs at the University of Malta.

MEXICO

1. Extent and Nature of Legislation

The Mexican Constitution guarantees all citizens the right to education.

The General Law of Education of 1993 applies to all governmental entities (federation, states and municipalities). The Law recognizes the necessity to offer an education to people with special needs. The states provide special education services. It also states that the responsibility for education will be transferred to the different federations.

In the context of the Programme for Modernization of the education (1988-1994) undertaken by the government through the Secretary of public education one of the main objectives of the special education policy is to improve (support) special education as a complementary service in basic education.

There is a policy for integration of pupils with special needs into regular schools which will contribute to strengthen special education.

2. Responsibility and Organisation

The Ministry of Education is responsible for public education. The Department of Special Education is responsible for "pedagogy, curriculum planning and content, methods and materials for programme evaluation." (Article 14, paragraph I, Mexican Constitution.)

The special education services will operate under the General Direction for Operation of Educational Services in the Federal District. In the 31 federal parts of the country, special education services operate with some relative autonomy which depend on the organic structure in each state. In some parts these services report to a social development secretary, while in others they report to an education secretary.

3. Identification, Assessment and Orientation

The Department of Special Education "is to establish methods of identifying disability so as to develop therapeutical programmes." (Paragraph IX.) They are also to "orient families concerning special education programmes," (Paragraph XI); and to "evaluate special education programmes in the whole country, and on the basis of results, make proposals for the improvement of special education" (Paragraph XIV).

The Department of Special Education includes different services to take care of pupils with special needs; CIT (early intervention centers), EEE (special education schools), CECADEE (special education training centers), CPP (psychopedagogical centers), USAER (support service units for regular education), CAS (assistance programme for gifted pupils), and COEC (evaluation/ orientation centers).

4. Age Range Covered by Legislation

The legislation does not specify the age range.

5. Integration

The Special Education Department is "to organise, develop, operate, supervise and evaluate services that are concerned with the integration of disabled persons in regular education." (Article 14, Paragraph VIII.)

Educational integration is now looked upon as a general strategy to reorient all special and regular educational services, taking into consideration as early as possible special educational needs and trying to build common schools for all children. This policy is also applied through the National Program for Modernization of the educational system.

6. Financing of Education for Special Needs

The government approved 6.1% of the PIB (IGP) to education in 1994. Special education expenses were estimated at 1.4% of the education budget. There are plans to increase this in the future.

7. Curriculum Entitlement

Special education is considered as a support to basic education, and therefore the same curriculum as for the regular educational system is used, there is no parallel curriculum. Teachers must adapt the curriculum to each pupil.

8. Post 16 Years -- Vocational Education

After primary education pupils with special needs may enter into a special education training center (CELADEE).

Technical secondary education also offers training and vocational educational possibilities for young people with special needs.

9. Teacher Training

Information unavailable.

NAMIBIA

1. Extent and Nature of Legislation

The Constitution of the Republic of Namibia mandates that "all persons shall have the right to education."

Namibia is in the process of finalising its Educational Act. The draft document stipulates that, "the Minister may establish and maintain such government schools, educational institutions and classes as he may deem necessary or desirable for the purpose of providing special education."

Special education is defined as "education of a specialised nature provided to meet the needs of impaired learners."

In the publication Basic Education in Namibia, 1992, it is stated that "all potential learners should have an equal chance to enter a classroom and to stay there until they have satisfied the basic achievement targets. For this requirement to be met, certain conditions have to be fulfilled. These include: . . . children with special needs should be taken into consideration. These include the handicapped, the socially disadvantaged, the marginalised and the highly gifted."

2. Responsibility and Organisation

Under the Directorate of Special Education Programmes the Division of Special Schools Programmes is responsible for the implementation of remedial education programmes, the training of teachers of special classes in mainstream primary schools, and to give assistance to the National Institute for Educational Development (NIED) in the development of curricula and materials for remedial and special education. This Division also is responsible for the management of different special schools.

3. Identification, Assessment and Orientation

In view of the fact that the Ministry of Education has accepted mainstreaminng as part of their policy, it is stated that learners should have ample opportunity to be educated in a normal class.

A student can only be considered for special education after at least two failures and/or the development of insurmountable scholastic problems. Students with problems predominantly related to language acquisition, should not be placed in a special class. They should rather be considered for language enrichment by either the class teacher or the remedial teacher.

For students 13 years and older placements at special schools are approved by the principal after recommendation by the school counsellor, in collaboration with the Division of Special Education Programmes. Application for admission is done by the parent/guardian at the school, if the student is not already in a special class.

4. Age Range Covered by Legislation

The age range 6 to 16 years is covered by legislation.

5. Integration

The section of the Directorate on Special Education Programmes responsible for remedial programmes has devised the Committee for Assistance in Remedial Teaching System (CART System).

The CART system was introduced by which selected class teachers are to be trained at certain schools in the rudiments of;

- Diagnosing learning problems,
- Discussing problems with parents and principals,
- Acting as advisors to other teachers of students with learning problems,

- Advising other teachers on methods to assist these learners in the classroom,
- Referring students with serious problems, and
- Conducting weekly meetings with the other members and the principal for the purpose of doing case studies.

6. Financing of Education for Special Needs

Of the total budget for education in 1994/95 of N$ 913 500 000 the budget for the Directorate for Special Education and Programmes amounts to N$ 13 300 000 (N$ 3.5 = $ US 1).

This is the total budget including both state funds and a smaller portion of donor contributions.

7. Curriculum Entitlement

Information unavailable.

8. Post 16 Years -- Vocational Education

Information unavailable.

9. Teacher Training

Very few teachers are trained for special classes because of limited courses available. The CART system is trying to help out on this.

A 1 year post-graduate Diploma in Special Education is envisaged for 1995 at the University of Namibia.

NEW ZEALAND

1. Extent and Nature of Legislation

The 1984 Educational Act, Chapter 8 on equal rights to primary and secondary education, stipulates that "people who have special educational

needs have the same rights to enrol and receive education at state schools as people who do not."

Chapter 9 of the Act states that: "if satisfied that a person under 21 should have special education, the Secretary shall:

a) agree with the person's parents that the person should be enrolled, or direct them to enrol the person, at a particular state school, special school, special class, or special clinic;

b) agree with the person's parents that the person should have, or direct them to ensure that the person has, education or help from a special service."

The Act states that "the person concerned shall be allowed to enrol at the state school, special school, special class, or special clinic concerned or (as the case requires) to have education or help from the special service concerned.

The November 1991 *Statement of Intent* prepared by the Ministry of Education outlines major changes to be implemented in the field of special education.

The *Statement of Intent* envisages two distinct types of special education provision: for those with disabilities, and for those with learning or social difficulties. Students with disabilities are to receive assistance from specialist services, specialist teachers, modified curriculum content and/or teaching methods, and personal assistance for students with physical handicaps. Students with learning difficulties will receive the help of support teachers and other resources in regular classes.

2. Responsibility and Organisation

The Ministry of Education provides discretionary support for disabled students in regular classes on the recommendation of the Special Educational Service.

The Special Educational Service established in 1989 as an Independent Crown Agency, provides advice and guidance and some direct intervention such as speech-language therapy from early childhood to post school. As specified in the 1989 Educational Act, the prime function of the SES is "to provide advice, guidance, and support for the benefit of people under 21 with difficulties in learning and development."

One of the mechanisms for overseeing the delivery of special education services is through "management committees" in schools with attached special education units. These committees are comprised of representatives of the school's board of trustees, the principal, the SES, staff from the unit and representatives of facilities served by the unit. The Ministry of Education has the responsibility for approving the units' charter and for providing appropriate funding. The SES also has authority to assist in the setting up of "special needs committees" to oversee special education provisions in schools where there are no attached units. A third mechanism for ensuring that SES is responsive and accountable to its local communities is the presence of district/community service committees, a majority of which must be consumers of the SES services. These committees are designed to provide guidance and support.

3. Identification, Assessment and Orientation

Information unavailable.

4. Age Range Covered by Legislation

Pre-school, primary and secondary education are covered.

5. Integration

Information unavailable.

6. Financing of Education for Special Needs

The Ministry of Education finances the SES. They provide a free service to learning institutions and caregivers of students who have difficulties in learning or development.

7. Curriculum Entitlement

Information unavailable.

8. Post 16 Years -- Vocational Education

Information unavailable.

9. Teacher Training

Information unavailable.

NICARAGUA

1. Extent and Nature of Legislation

The Constitution of Nicaragua, Chapter I, Article 121 stipulates that, "access to education is free and equal for all Nicaraguan citizens. Basic education is free and obligatory."

Article 62 of the Constitution states that, "the State will establish programmes for the benefit of the disabled persons and their physical, psycho-social and professional rehabilitation and their integration into work."

2. Responsibility and Organisation

Since 1980, various government institutions have been concerned with the disabled. In 1990, Decree No. 511 was designed to create The National Commission for Nicaraguan Rehabilitation (La Comisión Nacional de Rehabilitación Nicaraguense CONAREN).

Article 2 of the Decree states that the final goal of this commission is to, "allow full integration of disabled persons into society and work."

Further, the objective of this commission is to:

1) promote and direct the design, implementation and evaluation of the programmes and sectors concerned with rehabilitation, and

2) promote and co-ordinate the mobilisation of government offices, the private sector, the disabled and the general population towards social integration.

The Commission is composed of delegates from the following Ministries and Institutions: Ministry of Health, The Nicaraguan Institute for Social Security and Welfare, Ministry of Labour, and Ministry of Education. Also, representatives from organisations for the disabled, unions and professional organisations will be present.

At the present time (1994), the Ministry of Health and the Nicaraguan Institute for Social Security and Welfare, through a program named INVICTA - National Institute for Victims of War (Instituto Nacional para Victimas de Guerra) are the only two institutions of the commission that are active. They support only the rehabilitation of victims of war.

3. Identification, Assessment and Orientation

In coordination with the Ministry of Health children are identified when parents seek information and assistance in clinics, health centers and hospitals, and through the community workers in the non-formal education programmes of the Ministry of Education.

The non-formal Programme Coordinator (attending children age 0-6) performs a functional assessment with each child and develops a plan for intervention designed to meet his/her individual needs.

In more urban areas children are referred to a diagnostic center where a more detailed psycho-educational assessment to determine functional level is performed.

A large percentage of teachers are also trained to evaluate functional level. Services are provided according to the specific needs of each individual. Local promoters follow up by visiting the homes of identified children on a regular basis to assist families to integrate the child in the family and community life. Through Community Based Rehabilitation they attempt to involve the community in the planning, implementation and evaluation of the programmes. Children of school age will attend special education schools if available in his/her district. Some children presenting mild disabilities are integrated fully in primary education schools when certain conditions are met and teacher training permits.

4. Age Range Covered by Legislation

There is no legislation for special needs education. Basic education is free and obligatory for children up to 16 years of age.

5. Integration

Legislation in Nicaragua does not contemplate integration. Nevertheless, for the past four years, great efforts have been made to integrate children in different modalities with relative success (full integration in regular primary schools and partial integration through special classrooms in regular primary schools). To this date, no formal policy or plan supports this initiative. Community awareness efforts have opened great possibilities for integration, but lack of legislation and policies to this respect or governmental support do not sustain integration efforts.

6. Financing of Education for Special Needs

Financing of education for special needs is assigned by the Ministry of Education.

7. Curriculum Entitlement

A curricular transformation is presently taking place for the whole country's educational system. This transformation includes children with special education needs and will allow, through its flexibility, a greater possibility for adaption in order to meet the special learning needs of all children.

8. Post 16 Years -- Vocational Education

Vocational education is available for young adults with special educational needs up to age 18 in Special Education Schools.

9. Teacher Training

The training of special education teachers is done through short courses and seminars provided by the division of Special Education of the Ministry of Education.

NORWAY

1. Extent and Nature of Legislation

Legislation for Special Education dates from 1951. In 1975, The Education Act of 1969 was applied to disabled children. It was thought that children with special educational needs should be educated in their local regular schools. Following this Act on Primary and Lower Secondary Education, each municipality is responsible for providing education for all children living within its borders, regardless of their abilities. All pupils are registered at their local schools, and all children have the right to receive instruction adapted to their individual abilities and aptitudes.

An Act on Upper Secondary Education gives young people with special needs the right to instruction adapted to their individual abilities.

In June 1991, a reorganisation of special education was adopted by the Storting (the Norwegian Parliament) based on two White Papers, no. 54 of 1989-1990, and no. 35 of 1990-1991. These White Papers set out the division of responsibilities between national, regional and local educational authorities with regard to the provision of training for those with special training needs in all age groups.

A new reform, "Reform '94" gives every young person the right to upper secondary and vocational education. This reform is still in the process of being implemented, which implies that there will be some changes in the legislative provision in 1994.

2. Responsibility and Organisation

In general, the local and regional authorities offer training for the disabled, whereas the development of national expertise and experience in areas which cannot easily be covered at the local level, is incumbent upon the State. Through a re-structuring and a reorganisation of several former special education schools, twenty resource centres for special education were established on the 1st of August 1992. There is one board for the national level and one for the regional resource centres. All are run by the Government.

3. Identification, Assessment and Orientation

The overall aim is to identify children with special needs as early as possible. All local health centres co-operate with education psychological service centres. The Act on Pre-school Education ensures priority entrance for disabled children. The Act on Primary and Lower Secondary Education ensures the right to special education for children below the age of seven, as well as for those in compulsory school. Detection of disabilities is followed up by educational or other provisions at all levels. The educational-psychological service centres constitute a support system for kindergartens, primary and secondary schools, covering all age groups. All recommendations of special education are to be discussed with parents. It is necessary to obtain parents' written approval before any measure is to be put into action.

4. Age Range Covered by Legislation

Special needs provision caters for persons between 0 and 19 years of age and some adult education.

5. Integration

According to the National Curriculum Guidelines, one of the main principles of Norwegian compulsory education is integration, *i.e.*, mixed-ability teaching, the integration of pupils with special needs in ordinary schools. Only 0,7 per cent of the total school population is enrolled in special institutions outside of the local school system.

6. Financing of Education for Special Needs

Financing is covered by the State and decentralised to the municipalities and counties. The responsibility for the primary and secondary level lies with the municipalities and counties. The upper-secondary level is the responsibility of the state. Pupils in former state-run special schools are in the process of being transferred to regular schools in the municipalities and counties. The responsibility for financing is also being devolved.

7. Curriculum Entitlement

Special Needs Education is mentioned within the general curriculum.

8. Post 16 Years - Vocational Education

As part of "Reform' 94" every young person is given the right either to upper secondary or vocational education.

9. Teacher Training

Sixteen per cent of teachers in compulsory schools have studied special education for one year or more, in addition to their initial ordinary training. Half a year of special education is required in initial teacher training.

PAKISTAN

1. Extent and Nature of Legislation

The 1981 Disabled Persons Employment and Rehabilitation Ordinance was designed to provide for the employment, rehabilitation and welfare of disabled persons. The main characteristic of the Ordinance is the fixing of one percent quota in jobs in all agencies. The existing Ordinance also allocates quota of one percent to the disabled persons in admission to educational and professional institutions.

A 1985 literacy ordinance was passed by Parliament in 1987 which emphasised that all Pakistani citizens should acquire basic literacy skills, including those who are handicapped.

2. Responsibility and Organisation

The Ordinance provides for establishment of a National Council for the Rehabilitation of Disabled Persons. The Council is chaired by the Secretary of the Ministry of Social Welfare and Special Education, and is comprised of one representative of each of the three branches of the Armed Forces, of the Ministries of Manpower, Labour, Health, Education, Communications, Water and Power, Petroleum and Natural Resources, Industries, Planning Administrator General Central Zakat Organisation, Trade Unions NCSW, and four persons from NGOs concerned with the welfare of disabled persons.

The National Council is to:
1) formulate policy for the employment, rehabilitation and welfare of disabled persons;
2) evaluate, assess and co-ordinate the execution of its policy by the Provincial Councils; and
3) have overall responsibility for the achievement of the Ordinance's purposes.

Each Provincial Government shall establish a council to be called the Provincial Council for the Rehabilitation of Disabled Persons. The composition of the council is similar to the National Council.

There is a Directorate General of Special Education. This Directorate established special institutions for the handicapped.

3. Identification, Assessment and Orientation

The National Institute of Handicapped (NIH) has been established to;
- co-ordinate national efforts for prevention of disabilities and develop an integrated referral system throughout the country,
- plan and develop a system of early detection and disseminate information in the form of guidelines to persons involved,
- plan and develop a multiprofessional assessment and diagnosis system at all levels for prevention, care, training and rehabilitation of disabled persons,
- co-ordinate and support treatment of disabled by various institutions,
- provide treatment for the disabilities by multiprofessional specialists. It will also utilize existing facilities by effective co-ordination with major hospitals and Post Graduate Medical Centres for cases of severe disability,
- carry out research in different fields of disability,
- provide hospital facilities, initially for 50 disabled persons, to be extended up to 10 disabled persons in the second phase.

4. Age Range Covered by Legislation

The age range is not covered through legislation. In primary level schools the age range is 5-12 years.

5. Integration

National policy on Education and Rehabilitation of disabled (1985 and reviewed in 1988) contains special mention of integration of disabled children into regular schools. The aim is to make it a regular feature of the educational system. Lack of experienced personnel in managing the education of students with special needs in integrated settings is the main obstacle in this process.

6. Financing of Education for Special Needs

The Directorate General of Special Education receives their regular budget from the Federal Government.

The ordinance establishes a Disabled Persons Rehabilitation Fund which collects grants from the federal government and private institutions.

7. Curriculum Entitlement

The aims of education for disabled children are the same as for other children. However, for disabled children the priorities in learning and pace of progress is different. Curriculum guidelines which form the basis of designing syllabus have been prepared by NISE and are available for the teachers. The disabled students who are capable of following the normal education curriculum are taught the same regular textbooks with some adjustments and modifications. Pupils who have severe learning problems are given training in self-help and daily living skills.

8. Post 16 Years -- Vocational Education

Specialized training programmes in selected skills are provided for moderatel2y and severely disabled persons at federal and provincial levels. In the federal capital a National Training Centre for Disabled (NTCD) has been established in Islamabad.

9. Teacher Training

Training of teachers and other professionals is the prime role of the National Institute of Special Education. The major aims are;

- To develop programmes for manpower training in special education for employment of professionals in federal or provincial centres or non-governmental organisations.
- To organise short term as well as long term courses leading to certificates, diplomas and degrees in special education.
- To develop and publish material for the guidance of special education teachers and parents, and the general public.
- To assist centres to develop curricular responses to the needs of their pupils.

They also organise short term courses which provide specialized knowledge and skills in specialized areas.

Post-graduate level degree courses in special education and various areas in disability are offered by specific education departments at the Allama Iqbal Open University, Karachi University and Punjab University.

PHILIPPINES

1. Extent and Nature of Legislation

The Child and Youth Welfare Code, Presidential Decree No. 603, of 1974 mentions the equal rights of all children and the establishment of special classes and schools. (See Art. 3 and 74)

In Batas Pambansa Bilang 232, the Education Act of 1982, specific provisions on special education are stated in Section 24 Special Education Service: "The State further recognizes its responsibility to provide, within the context of the formal education system, services to meet special needs of certain clientele. These specific types shall be guided by the basic policies of the State embodied in the General Provisions of this Act."

The 1987 Constitution of the Republic of the Philippines states that, "the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all." (Art. XIV Section 1)

The Constitution further states that "the State shall provide adult citizens, the disabled, and out-of-school youth with training in civics, vocational efficiency and other skills." (Art. XIV Section 2(5))

The Magna Carta for Disabled Persons, the Republic Act No. 7277 (1992), provides for the rehabilitation, self-development and self-reliance of disabled persons and their integration into mainstream society.

Section 12 on the Access to Quality Education states that "the State shall ensure that disabled persons are provided with adequate access to quality education and ample opportunities to develop their skills. It shall take appropriate steps to make such education accessible to all disabled persons. It shall be unlawful for any learning institution to deny a disabled person admission to any course it offers by reason of handicap or disability. The State shall take into consideration the special requirements of disabled persons in the formulation of educational policies and programs. It shall encourage learning institutions to take into account the special needs of disabled persons with respect to the use of school facilities, class schedules, physical education requirements, and other pertinent consideration. The State shall also promote the provision by

learning institutions, especially higher learning institutions of auxiliary services that will facilitate the learning process for disabled persons".

Section 14 on Special Education further states that "the State shall establish, maintain and support a complete adequate and integrated system of special education for the visually impaired, hearing impaired, mentally retarded persons and other types of exceptional children in all regions of the country. Toward this end, the Department of Education, Culture and Sports shall establish special education classes in public schools in cities or municipalities. It shall also establish, where viable, Braille and Record Libraries in provinces, cities or municipalities. The National Government shall allocate funds necessary for the effective implementation of the special education program nationwide. Local government units may likewise appropriate counterpart funds to supplement national funds".

2. Responsibility and Organisation

The Department of Education Culture and Sports (DECS) is responsible for the administration and supervision of special education. The Bureau of Elementary Education through its Special Education Division provides leadership and guidance over Special Education Programmes. The principal functions of the SPED division are the formulation of policy, preparation of curriculum materials, human resource development and linkages between research and development. This division also provides supervisory and consultative services to assist regional and division offices in developing and expanding these programmes.

In view of the movement towards the decentralisation of the DECS, its regional and division offices have been given the responsibility of initiating and implementing programmes for children with special needs.

The administration of special schools and special classes generally rests with the principals of such schools. The special classes in regular schools are supervised by supervisors of the school division. The Special Education Unit in the regional DECS offices are directly in charge of the administration and supervision of all residential schools. A set of supervisors oversee the effective implementation of Special Education programmes in the field.

The education of children with special needs is the responsibility of the total school system. The overall effectiveness of the program will depend largely upon the leadership and cooperation of the regional/division

promotional and administrative staff and teachers. (Art. IX, Sec. 2, Policies and Guidelines for Special Education)

3. Identification, Assessment and Orientation

Section 1, Art. III of the Policies and Guidelines for Special Education states that "identification, screening, assessment and evaluation of children with special needs shall be conducted by the school and the community utilizing appropriate assessment tools. Further, the guidelines call for early identification and assessment through a team approach. The team includes regular and special education teachers, guidance counselors, school administrators, health workers, social workers, psychologists and therapists among others. A multi-factored psycho-educational assessment is preferred which covers physical, psycho-social, educational and medical aspects.

Identification and admission of children follows 5 stages as (1) referrals, (2) screening process by a team, (3) consultation with parents or guardians, (4) placement in appropriate programs and (5) periodic evaluation.

A child may be admitted anytime during the year, if circumstances warrant such admission. There are no requirements nor time limitations imposed for attendance at a nonformal education program. (Art. IV)

4. Age Range Covered by Legislation

Primary, secondary, tertiary and vocational education are covered.

5. Integration

Section 5, Article I of Policies and Guidelines for Special Education (1987) specifies that "the ultimate goal of special education shall be the integration or mainstreaming of learners with special needs into the regular school system and eventually in the community".

Section 1 of Art. VI of the Guidelines provides for both partial and full integration also referred to as "zero reject model".

The concept of school-within-a-school as operationalized in special education centres is primed for mainstreaming. The centre as part of a regular elementary or secondary school and under one administrator facilitates the scheme for integration. The physical and psychological preparation concommitant with the shifting of disabled children in the

regular class become a part of the school program because the children are already within the school.

Partial integration is done when a child with special needs is assessed to have the capacity to cope with any one academic activity together with his normal counterpart. On the other hand, a total or full integration is resorted to when after an evaluation, an exceptional child can cope with the requirements in any grade level. An articulation program with colleges and universities has been established to facilitate the admission of special children and the provision of scholarship grants for deserving ones.

For students with mental retardation, a vocational training program has been conceived as alternative secondary program. Mentally retarded adolescents are equipped in the school with vocational skills and are recommended to train in the community.

6. Financing of Education for Special Needs

Section 14 of the Magna Carta for Disabled Persons (Republic Act No. 7277) specifically states that "The National Government shall allocate funds necessary for the effective implementation of the special education program nationwide. Local government units may likewise appropriate counterpart funds to supplement national funds.

7. Curriculum Entitlement

Section 1 of Article V (Policies and Guidelines for Special Education) states that "The curriculum for special education shall be based on the curriculum prescribed for the regular school by the Department of Education, Culture and Sports". Three schemes may be adopted for special students; (1) the regular curriculum prescribed for regular children, (2) the modified curriculum which is the regular curriculum with certain adaptions to meet the needs of special children, such as inclusion of orientation and mobility for children with visual impairment, and (3) the special curriculum which is designed for children with special needs and aimed primarily at developing adaptive skills to maximize their potential. Prototype instructional materials specifically designed for the above children are prepared by the Special Education Division and made available to the field.

8. Post 16 Years -- Vocational Education

Section 15 Chapter 2 of the Magna Carta for Disabled Persons (R.A. 7277) entitled 'Vocational or Technical and Other Training Programs', specifies that "The State shall provide disabled persons with training in civics, vocational efficiency, sports and physical fitness, and other skills. The Department of Education, Culture and Sports shall establish in at least one government owned vocational and technical training program for disabled persons. It shall develop and implement sports and physical fitness programs specifically designed for disabled persons taking into consideration the nature of their handicaps".

Section 16 entitled 'Non-Formal Education' specifies that "The State shall develop non-formal education programs intended for the total human development of disabled persons. It shall provide adequate resources for non-formal education programs and projects that cater to the special needs of disabled persons". In addition Section 13 states that at least 5% of the allocation for the Private Education Student Financial Assistance Program created by virtue of R.A. 6725 shall be set aside for disabled students pursuing vocational or technical and degree courses.

9. Teacher Training

For a teacher to qualify as Special Education Teacher he/she must be a degree holder of Bachelor of Elementary Education specializing in Special Education, Bachelor of Science in Elementary or Secondary Education major in Special Education or Bachelor of Science in Elementary or Secondary Education with at least 18 units in special education at the graduate level. Whereas the minimum requirements for regional and division supervisors, coordinators and administrators of special schools and centres is a master's degree with at least 18 units in Special Education.

In order to continually upgrade personnel competence and further improve their expertise, a continuing and viable in-service education is conducted periodically. Through collaboration with local and international agencies, scholarship and training grants are available for qualified SPED personnel.

To date, there are 5 state colleges and universities and 11 private colleges and universities offering courses in Special Education.

PORTUGAL

1. Extent and Nature of Legislation

Law No. 46 186 on the fundamentals of the educational system (Lei de Bases do Sistema Educativo) states that the objective of Special Education is, "to integrate individuals with special educational needs and physical and mental deficiencies." (Art. 17, Para. 1)

Article 18, paragraph 1 of law No. 46 186 states that, "special education will preferentially take place in regular schools using various modalities of integration and taking into consideration student's needs and support from special education teachers."

2. Responsibility and Organisation

Article 18 paragraph 5 of Law No. 46 186, 1986 states that, "the State is to promote and support Special Education."

Paragraph 6 states that, "initiatives for special education are in the authority of the central, regional or local government or other entities or collectives, associated with the country, civic or private organisations or unions."

Paragraph 7 says that, "the ministry responsible for special education is to co-ordinate educational policy and define the norms of special education, particularly pedagogical and technical aspects, and support and finance their implementation."

While the Ministry of Education is responsible for overseeing general education, the Department of Special Education deals specifically with this domain.

Decree No. 30/89, Article 13 outlines the responsibilities of the Department of Special Education. They are to: 1) define and orient the socio-educational integration of students with special educational needs, 2) define and co-ordinate national informational programmes for the insertion of the disabled, 3) co-ordinate special education teacher training programmes, and 4) assume on a national level the co-ordination between public and private institutions concerned with special education.

Article 14 of the same decree establishes a "Centre for Recourse" within the Department of Special Education which is to collaborate with the Institution for Educational Innovation in order to improve special education.

3. Identification, Assessment and Orientation

The Decree Law 174/77 stipulates that disabled children will be examined by the Orientation and Psychological Services Unit comprised of a committee of special educators, psychologists and head of school.

Article 6 of the same law establishes a "specialised evaluation technique" that is conducted by the orientation and psychological services unit in order to contribute to individualised assessment.

Law Decree No. 286/89 defines the functions of evaluation as a means of, "stimulating the educational success of all students, supporting self-esteem, monitoring student development, progress and ensuring the quality of education."

4. Age Range Covered by Legislation

Legislation covers obligatory education, primary and secondary (16 years).

5. Integration

Decree Law No. 319/91, 1991 provides that, "legislation for the integration of disabled students in regular schools published ten years ago must now be enlarged and implemented."

The law calls for: classification and categorisation of students based on pedagogical diagnosis rather than medical criteria; regular schools to be made sensitive to the difficulties of disabled students; and making regular schools accessible for the disabled, in the spirit of "schools for all".

6. Financing of Education for Special Needs

Information unavailable.

7. Curriculum Entitlement

Article 18, paragraph 4 of Law No. 46 186 states that, "basic education for disabled students should develop a curriculum and programmes adapted to the characteristics of each grade of deficiency."

The law also requires that the school curriculum be made accessible to disabled students by using specialised equipment, special education assistants and support services.

Decree Law No. 319/91, 1991 emphasises that special education consists of adapting the conditions of learning for students with special needs.

8. Post 16 Years -- Vocational Education

Information unavailable.

9. Teacher Training

Article 33 paragraph 1 of Law No. 46 186 states that, "special education teachers will obtain their qualification in special education courses offered in schools of higher education."

QATAR

1. Extent and Nature of Legislation

In 1981, the Qatar cabinet issued resolution No. 41 to form various policy resolutions. Principle 1 states that, "education being a life necessity and a significant factor for the development of a good citizen is the right of every Qatari citizen."

The Educational Policy of Qatar, 1985, provides that: Educational authorities, under the principle of equal opportunities, should provide teaching for the mentally or physically disabled students through the following approaches:

1) special centres for the teaching of the disabled,

2) developing special curricula that suit the different categories of the disabled,

3) preparing the necessary staff for teaching and administration at the various disabled institutions, and

4) rehabilitating the disabled in a way that conforms with the tasks to be assigned to them after stepping out into public life.

2. Responsibility and Organisation

Information unavailable.

3. Identification, Assessment and Orientation

Information unavailable.

4. Age Range Covered by Legislation

Information unavailable.

5. Integration

Information unavailable.

6. Financing of Education for Special Needs

Financing, general, specialised and technological education is undertaken by the state.

7. Curriculum Entitlement

Information unavailable.

8. Post 16 Years -- Vocational Education

Information unavailable.

9. Teacher Training

The Ministry of Education in co-operation with Qatar University has set up a course for a special education diploma.

ROMANIA

1. Extent and Nature of Legislation

The Law Decree 138/1990 of the Provisional Council for National Unity deals with the amelioration of social protection, education, schooling and professional training of children and young people with deficiencies. It has been complemented and amended by;
- Government Decision No. 586/1990, providing the reopening of university training in special education and social work,
- Government Decision No. 1161/1990 dealing with the establishment of The State Secretariat for disabled persons which provisionally took the resposibility of financing and co-ordinating special education, until 1993.

The new Constitution of 1991 has a special article, no. 46, stating that "Handicapped persons are entitled to special protection. The State assures the achievement of a national policy of prevention, treatment, rehabilitation, education, instruction and social integration of handicapped, respecting the rights and the duties of the parents or tutors".

The Law No. 53/1992, dealing with the special protection of handicapped people, contain an;
- Article 6 paragraph A stating the right of handicapped persons to "equal and free access in any ordinary school, day courses, evening courses or distance learning courses, according to existing and rehabilitation potential, respecting the educational legislation", and
- Article 6 paragraph B providing for the instruction of non-ambulatory handicapped persons at home until their thirtieth year.

Government Decision No. 283/1993 for the school year 1993-1994 and Government Decision No. 426/1994 for the school year 1994-1995 defines, "special (adapted) education and schooling as organised for persons with different problems that constitute disadvantages for their educational, vocational and school integration. This education is addressed to children with various impairments, physical, mental, sensory, language disorders, socio-emotional and behavior problems".

Article 54 of the above Decision states that education and vocational training for persons with special problems is achieved through;

-special schools, kindergartens, vocational schools, lyceums and post-lyceums, special schools for re-education and training (of behavior problems);
-educational structures, sections, classes or groups, integrated in other educational institutions from the local community and medico-social institutions;
-alternative educational structures, centres for preventive education, centres for special education, educational complexes for young persons; and
-education at home for the non-ambulatory handicapped persons.

2. Responsibility and Organisation

The Ministry of Health and the Ministry of Education, Labour and Social Welfare are concerned with the social welfare of disabled children.

Article 4 of Decree 53/1992 states that special education in special schools, the structure of the school year, the duration of schooling, the content of activities, the methods of teacher training and teacher qualifications will be decided by the Ministry of Education in concert with the Ministry of Labour and Social Welfare, the Ministry of Health and the Ministry of the Interior.

The Government Decision No. 283/1993 and No. 426/1994 stipulates that organisation, coordination and evaluation of special education is the responsibility of the Ministry of Education.

3. Identification, Assessment and Orientation

Article 1, paragraph A of Decree 53/1992 provides for the identification of children with physical and mental handicaps who cannot be cared for within their families or who cannot attend regular schools.

Paragraph B of the above law provides for the medical and psycho-pedagogical examination of disabled children as well as their scholastic and professional orientation.

Article 16 of the Law Concerning the Social Protection of Handicapped Persons (No. 53/1992) concerns the definition of handicaps based on specific categories defined by the clinical diagnosis of medical personnel.

Government Decision No. 283/1993 and 426/1994, Article 56, states that the, "psycho-pedagogical assessment of children with special problems for

the purpose of their educational and vocational guidance is accomplished by the commission of complex assessment, subordinated to the school inspectorates and co-ordinated by a specialised teacher (psychopedagog)."

4. Age Range Covered by Legislation

Pre-school, elementary, secondary and post-studies are covered.

5. Integration

Article 6 of Law No. 53/1992 provides that non-institutionalised handicapped persons shall benefit from free and equal access to regular schools, and day or evening courses .

Government Decision No. 283/1993 and 426/1994 stipulates that children with language disorders who attend ordinary kindergartens and primary schools are to participate in "inter schools," centres for speech therapy as a structure of integrated special education, staffed by special education teachers.

6. Financing of Education for Special Needs

Assured by the State, recently through the Ministry of Education.

Government Decision No. 586/1990, the Law Decree No. 138/1990, recently ammended by Government Decision No. 56/1994 provides the rights of disabled children which includes free (state subsidised) food, transport, housing, medicine, clothes and equipment.

7. Curriculum Entitlement

Special or ordinary curriculum is delivered in special education institutions according to the learning potential of the pupils. Recent ministry regulations are facilitating equal access of children coming from special elementary or vocational schools to ordinary or higher levels of schooling.

8. Post 16 Years -- Vocational Education

A network of special vocational schools for pupils with disabilities coming from special elementary schools, age range 15-16 to 18-19. Many local special sections/classes for vocational training were opened recently in ordinary vocational training schools.

9. Teacher Training

Initial teacher training is stipulated in Government decision No. 586/1990.

Government Decision No. 283/1993 and 426/1994, Article 58 provides that the in-service training and appointment of the teaching staff, research activities and curriculum elaboration shall be realised according to the methodology developed by the Ministry of Education.

SPAIN

1. Extent and Nature of Legislation

Article 27 of the 1978 Constitution provides that, "all have the right to an education. The liberty to an education is recognised."

Article 49 of the Constitution states that, "public authorities will bring into being a policy of prevention, treatment, rehabilitation and integration of the physically, auditively and mentally disabled, to whom they will offer special asssistance to fully benefit from the rights stipulated in this law for all citizens."

Decree No. 620/1981, article 10 defines special education as education tailored to special physical, mental or sensory needs. Special education is to take place in special schools or in special education classes in regular schools.

The 1982 law No. 13 on Social Integration of Disabled People (LISMI), develops article 39 of the Constitution and establishes measures of a preventive, rehabilitative, educational, laboral and social nature aimed at achieving the integration of disabled people in society.

Decree 334/1985 on Special Education states that education of pupils with special needs shall be carried out, when possible, in regular educational centers. The purpose of Special Education Schools is to provide students

having special educational needs associated with extreme handicap or multiple disability, with a place at school.

The 1990 Law on the General Educational System (Ley Organica de Ordenacion General del Sistema Educativo, LOGSE) Chapter 15, Article 36 states that "the education system shall have at its disposal the necessary means for students with special needs, whether they be temporary or permanent, to successfully obtain the same general objectives laid down for all students within the same system".

2. Responsibility and Organisation

The 1978 Constitution determines the distribution of responsibilities between the State and the 17 autonomous communities. Education is a shared responsibility; certain aspects fall to the state while others to the communities. The concept of "basic unity" allows the autonomous communities to add various elements to basic education. Resources are provided by the state, whereas education administration is only undertaken by the central authority in 10 of the 17 communities.

Chapter IV of Decree 620/1981 distributes the following authority to the government agencies:
The Ministry for Education and Science is the highest educational authority for private and public education. They are to oversee Special Education.
The Ministry of Labour is to promote the integration of the disabled in the workforce.
The Ministry of Health and Welfare is to be concerned with medical rehabilitation and general assistance, especially concerning social security.
The Ministry of Culture is to promote the socio-cultural integration of the disabled.

Decree 443/1985 established an orientation unit of the Ministry of Education for Special Education. The Special Education unit was charged with the tasks of prevention, early detection and orientation of parents and students.

Decree 21-5-1986 established a National Support Centre for Special Education. The purpose of this centre is to conduct studies on special education, establish evaluation instruments, develop curricula, create and edit texts, design materials, orient parents and children, train special education teachers, and experiment with new technologies.

In 1990, a resolution was passed creating the Department of Educational Orientation in Special Education Schools. This department is an instructional unit which integrates professors involved in special education. These include psychologists, speech therapy teachers, social workers and physiotherapists.

As stated in the Ministerial Order of 12 December 1992, instructions were given to all teams in order to adjust their performance to the latest demands derived from the development of LOGSE. The functions allocated to these teams are part of a wider frame of action addressed not only to students but also to support given to schools, to cooperation with teachers in tasks related to attention to diversity, curricular planning and development.

Decree No. 27998 of 1993 establishes a Team for Educational and Psycho-pedagogic Orientation. The composition of the team is transdisciplinary. The purpose of this team is to complement the work of the Special Education Unit; co-ordinate with the Teaching Centres and the Inspectorate; and work with the provinces in order to provide pedagogical support. They are to support teachers, assist in curriculum development, facilitate access of the disabled in pre-primary, primary and secondary school, promote co-operation between educational authorities, undertake psycho-pedagogical evaluations and suggest the most appropriate means of schooling.

3. Identification, Assessment and Orientation

Chapter III of the 1985 Decree on Special Education calls for, "the prevention and early detection of disability in children." This task is fulfilled by Teams of Educational and Psychopedagogic Orientation.

Paragraph b of the Decree requires that the evaluation of disabled students be multi-dimensional. Paragraph *c* provides that the elaboration of the "Individual Development Plan" be conducted with the participation of parents and professors. These plans should include a plan of studies and a description of necessary personalised support.

The 1990 Law on The General Educational System (Ley Organica de Ordenacion General del Sistema Educativo, LOGSE), in Article 37, states that the educational administration will encourage the participation of parents and tutors in decisions that concern the schooling of special education students.

4. Age Range Covered by Legislation

Integration of disabled students is mandated in pre-school, primary and secondary education. Education of students with special needs shall therefore cover the same age period as that of the rest of the students. Education is compulsory between the ages of 6 and 16, and it may be expanded up to the age of 18.

5. Integration

The 1982 Law on Social Integration of the Disabled stipulates that "the disabled will be integrated into the regular educational system, receiving as necessary programme support and other assistance".

Special education is regarded as either transitory or permanent. Students who are not able to be integrated into regular schools are to attend special institutions.

The 1985 Decree on Special Education emphasises the total integration of the disabled. "Integration into regular schools is the first step . . . facilitated by individualised specialised support . . . only when a person does not have the capability to be integrated shall the student be sent to a special school."

Education of the disabled shall be governed by four principles: "normalisation of services, school integration, specialised teaching support and individualised teaching." Further, "in accordance with the principle of normalisation, disabled persons shall not use or receive special services, other than in cases that are indispensable."

Regulation 4763, of March 1985, established pilot schools for integration in the 1985/6 school year in order to implement the 1985 Decree. Integration is to take place in primary and secondary schools. Integration was to be expanded in 1986/7 by a Decree No. 30/1986. Decrees promoting the integration of the disabled have been passed up to 1993. Currently most students with special needs are integrated in regular educational centers.

The 1990 Law on the General Educational System, in Article 36, emphasises the principles of normalisation and integration. It stresses

principles mentioned in the 1985 Decree. Disabled children should participate in regular classes with the support of specialised personnel and equipment; special education in separate institutions will only be authorised if the students' needs are not met in a regular school. The 1990 Law considers as one of its main points the attention to diversity of interests, abilities and aptitudes of students. It also foresees measures to adjust the curriculum and organisation of schools to the needs of all students.

6. Financing of Education for Special Needs

Decree No. 620/1981 concerns public assistance for the disabled. The disabled are to benefit from public financial assistance in the areas of education, rehabilitation, special assistance, transport, integration to work, and socio-cultural life. Subsidies are available to the disabled and their families.

Education in regular and special schools is free for the disabled.

7. Curriculum Entitlement

Students with special educational needs who attend regular schools are to follow the official curriculum with the necessary adaptions. Students who attend Special Education Schools, due to the seriousness of their disability, may follow a curriculum whose main reference is the official curriculum, but has been adapted to their capacities and is aimed at maximising their personal development.

8. Post 16 Years -- Vocational Education

A Resolution of January 26,2 1993 expands integration of disabled students in centres for vocational education at the secondary level.

9. Teacher Training

Special education teacher training can be carried out in two different ways:
- on the one hand as special training included in studies resulting in the attainment of title of Primary School Teacher specialized in Special Education. This takes place at University and lasts for three years.
- on the other hand by following specialization courses lasting one or two years after the primary school teacher dimploma. As the former, this is also studied at University.

The Annex to the 1989 Resolution of the Department for Pedagogical Renovation (Renovacion) defines the special education support teacher as a special education teacher who is to assist with the student's individualized teaching programme. The teacher is to constantly observe the student so as to identify special needs, assist in teaching the curriculum, supplying materials and orientation as well as evaluation and liaison with other support servic

SRI LANKA

1. Extent and Nature of Legislation

The Constitution of the Democratic Socialist republic of Sri Lanka establishes the fundamental right that, "all persons are equal before the law and are entitled to the equal protection of the law." It further provides that, "nothing in this article shall prevent special provision being made, by law, subordinate legislation or executive action, for the advancement of women, children or disabled persons."

The Education Ordinance No. 31 of 1939 gives the State responsibility for the "..continuance and discontinuance of schools of different grades including schools for the education of blind, deaf, defective and epileptic children. This ordinance also establishes special schools for mentally and physically handicapped children.

The 1991 Policy Guidelines for the Development of Special Education, states that "The objective of special education shall be the development and maximisation of potentials, as well as the inculcation of value systems to make learners with special educational needs become independent, useful and contributing members of society."

2. Responsibility and Organisation

The Ministry of Education and Cultural Affairs determines the policy pertaining to the Special Education system on the basis of advice and recommendations from the National Educational Commission, National Institute of Education (NIE) and Special Education Advisory Committee. Special Education programmes are implemented in the provinces by the

Provincial Departments of Education through assistant Directors of Special Education and Special Education Teachers. Review of progress and monitoring of implementation is conducted by the Special Education branch of the Ministry of Education and Cultural Affairs.

3. Identification, Assessment and Orientation

The 1991 Policy Guidelines for the Development of Special Education states that The "identification, screening, assessment and evaluation of children with special educational needs shall be conducted in the school and in the community, utilising appropriate instruments of assessment." Further, "early detection, diagnosis and intervention is prerequisite for the successful rehabilitation of children with special educational needs." A multi-disciplinary team comprised of parents, teachers, special education teachers and educators, school managers, health and social workers, paediatricians, psychologists, paramedical personnel and therapists is to evaluate children.

The team will collect data on the child including a history of the child's health, physical deformities, motor co-ordination, hearing, personality, behaviour, learning disabilities and educational difficulties.

School admission is flexible; a student may be admitted at any time in the school year. All schools are required to admit students with special needs.

Parents are to be contributing partners in special education sharing information and experiences.

4. Age Range Covered by Legislation

Primary and secondary education are covered.

5. Integration

The 1969 Cabinet Paper establishes a policy for integrating blind children in regular schools.

The 1991 Policy Guidelines for Development of Special Education, Section 5 states that "the goal of special education shall be the integration of learners with special educational needs into the regular school system and eventually the community."

6. Financing of Education for Special Needs

Information unavailable.

7. Curriculum Entitlement

The 1991 Policy Guidelines for Development of Special Education state that "the emphasis shall be on technical and vocational education in the special curriculum for special educational needs."

The curriculum for special education shall be based on the curriculum for regular schools modified to meet the needs of students.

8. Post 16 Years -- Vocational Education

Information unavailable.

9. Teacher Training

The 1979 Educational Reform Committee's report recommended, "that the general course of training provided for teachers who handle normal children should include at least a basic knowledge of the skills required for handling handicapped children."

The Maharagma Teachers College conducts a two year educational course for children with hearing and visual impairments and mentally retarded children. Trainers are selected by the Teacher Education Branch of the Ministry of Education and Higher Education.

SWEDEN

1. Extent and Nature of Legislation

There is no separate law aimed at securing the rights of disabled persons. In accordance with efforts to integrate the various issues regarding the disabled special paragraphs concerning the disabled have been

incorporated into certain laws. In recent years, there has been a trend towards framework legislation with less and less detailed government control of the local authorities' and county councils' activities.

The Social Services Act states the right for a child with physical or psychological or social problems to have priority to a place in pre-school.

In December 1993, the Parliament enacted that upon parental request, all children between 1-12 years of age have the right to public child-care. This legislation will be put into effect on the 1st of January 1995.

The Education Act of 1985 states that every child and youngster shall no matter of sex, geographical residence, social and economical circumstances have the same access to an education within the state system of schooling . The Act differentiates between 'normal' schools and two forms of special schools. One school for the mentally handicapped, and one for students with visual and hearing impairments and speech difficulties. The Act also states that if possible, special education shall be organised within the classroom.

2. Responsibility and Organisation

The Ministry of Health and Social Affairs is responsible for pre-school and child care. The Ministry of Education and Science is responsible for schooling and education of children from the age of 7 and forth to adult education. Recently, there has been a tendency to transfer responsibility of organising and carrying out the education to the municipalities.

3. Identification, Assessment and Orientation

The necessity to give extra support to children with special needs is strongly emphazised in the School Act and in the curricula.

4. Age Range Covered by Legislation

The Social services Act states the responsibility of the municipality to arrange pre-schooling for all children of age 6 years.

The School Act concerns all children, with or without special needs and covers primary, secondary and vocational education, ages 7-20 and adult education, ages 21 and forth.

5. Integration

As the result of a policy stated in the 1980s almost all disabled pupils are integrated into ordinary schools. There are special schools for students who study by sign language, are mentally handicapped or are multi-handicapped.

6. Financing of Education for Special Needs

There is no separate State grant for Education for Special Needs. State subsidies to municipalities take the form of general equalisation grant. The municipalities are at liberty to deploy the grounds for various service purposes as they see fit. However, they are to see to it that enough resources are given to Education for Special Needs.

7. Curriculum Entitlement

Special education is included in the general curriculum.

In December 1993, the Parliament decided on a new curriculum for the whole of the compulsory school system, *i.e.*, to compulsory school, Lapp (Sami) school, special schools and compulsory school for the mentally retarded. In December 1993, the Parliament also decided on a new curriculum for the upper secondary school, municipal adult education, the special secondary school and adult education for the mentally retarded. This is the first time different types of schools have had a single curriculum with the same goals, the same basic values and the same allocation of responsibilities.

8. Post 16 Years - Vocational Education

After finishing the nine year compulsory school most of the youngsters, in fact 98%, attend the upper secondary school. Municipalities are obliged, under the School Act, to provide upper secondary schooling for all pupils leaving compulsory school. In the upper secondary school all education is organised in study programmes of three years' duration. There are 16 nationally determined programmes, 14 of which are primarily vocationally oriented and two preparing primarily for university studies. Municipalities must offer a comprehensive selection of national programmes and admissions capacity for the various programmes must be adapted to student preferences.

9. Teacher Training

3,5 - 4,5 years of full time studies at university are required to become a teacher in a compulsory school. Part of the studies are completed by in-service training. The Government's goal is that all teachers receive at least 10 weeks of education about methods within special education. If or when a teacher receives a child with special educational needs, he/she will be offered a short course through the National Agency for Special Education through its consultants, resource centres or special schools.

TANZANIA

1. Extent and Nature of Legislation

The 1967 Arusha Declaration states that "handicapped individuals shall be trained and educated so that they too can participate in the nation building."

The 1969 Five year Development Plan establishes as a basis for educational policy "to give every Tanzanian child basic education as soon as the financial circumstances of Government permit", which includes handicapped children.

The 1978 Education Act affirms the right of every citizen to education. It defines a special school as one which provides education for persons suffering from disability.

The Public Primary School Act requires students to attend compulsory schooling for seven years. However, very few handicapped children have been enrolled in primary schools.

There has been increasing concern for the education of the disabled in a 1992 proposal of the Ministry of Education and Culture on "Education Sector Programme for Internal and External Financing."

2. Responsibility and Organisation

In Tanzania Mainland the provision of basic education to all children of compulsory school age, regardless of their disability, remains the concern of the Ministry of Education and Culture.

Voluntary and charity organizations, both national and international, do help the Ministry of Education and Culture in the provision of educational materials and in the training of teachers on special needs education.

3. Identification, Assessment and Orientation

The process of identifying and assessing children with disability is carried out at a multi-disciplinary level whereby the Ministry of Health and the Ministry of Education and Culture work as one team. The Department of Social Welfare is also incorporated in vocational training programmes. Placement and orientation are done by the Ministry of Education and Culture in collaboration with the Department of Social Welfare of the Ministry of Labour and Youth Development.

4. Age Range Covered by Legislation

By legislation, the school age is between 7 and 14 years of age.

5. Integration

It is the policy of the Ministry of Education and Culture that children with disability should be integrated in regular schools and whenever possible be enrolled in schools near their home. This aims at enabling both the normal and the disabled children to share school resources and local experience together. This on the other hand promotes community participation in moulding the disabled. For example, the visually impaired children are now attending schools in their neighbourhood and they are attended by specialist teachers in the Itinerant Programme.

6. Financing of Education for Special Needs

Generally, educational services to children with special educational needs are supposed to be fully financed by the government through the Ministry of Education and Culture. However, presently the costs are partially shared between the Ministry of Education and Culture and non-governmental organizations (NGO´s). The government pays the salaries to specialist teachers, running costs and the purchase of textbooks, while the NGO´s

facilitate the process by providing transport, buildings, technical equipment and materials.

7. Curriculum Entitlement

The Institute of Education of the Ministry of Education and Culture prepares curricula to all schools in the country including curricula for children with special educational needs.

8. Post 16 Years -- Vocational Education

Responsible for provision of Vocational Training is the Department of Social Welfare in the Ministry of Labour and Youth Development.

Some Vocational Training Colleges, which train disabled youths, are privately owned by NGO´s such as churches, associations of and societies for disabled persons.

At present there are few pupils leaving schools for the disabled (i.e. the deaf and blind) that are enrolled in to the few existing vocational training centres annexed to the special schools for the disabled.

9. Teacher Training

The Ministry of Education and Culture is the only Ministry charged with the task of training teachers of the disabled locally and abroad. There are now two Teacher Training Colleges training specialist teachers for disabled children.

TUNISIA

1. Extent and Nature of Legislation

The State guarantee all children the right to education and equal opportunities. Law No. 81-46 of May 1981 states that, "the prevention of handicap, care, education, vocational education, work, social-economic integration constitute a national responsibility."

Law No. 91-65 of July 1991 stipulates that the State, "will assure that adequate conditions permit the handicapped and students with difficulties to benefit from their right to an education."

2. Responsibility and Organisation

Law No. 81-46 of May 1981 creates a National Superior Council whose responsibility it is to assist the Minister of Social Affairs in the elaboration of policy for the handicapped. They are to propose programmes that assure the social protection and integration of the handicapped and to promote inter-administration co-operation. The Council is presided by the Minister of Social Affairs with representatives from the Ministry of Finance, Equipment, Education, Higher Education and Research, Public Health, Sport, Unions and Employers Organisations, Socio-economic Council, Handicapped Organisation, and the Cabinet of the Prime Minister.

Decree 88-2051 of 22 December 1988 established a High Council for Disabled Persons. This council is in charge of assisting the Ministry of Social Affairs on policy matters related to the area of disability.

3. Identification, Assessment and Orientation

Law No. 81-46 May 1981 defines a handicapped person as one who possesses a sensory, mental or motor disability. The Ministry of Welfare assigns handicapped identity cards to the disabled so that he/she is able to benefit from provisions for the handicapped.

4. Age Range Covered by Legislation

Pre-primary, primary, secondary and higher education are covered.

5. Integration

Law No. 81-46 May 1981 stipulates that, "the education and re-education (of the handicapped) will take place as much as possible in regular schools and if not possible in special institutions. The opening up of pre-school, primary, secondary and higher education is authorised by the Ministry of Social Affairs."

6. Financing of Education for Special Needs

Disabled persons receive subsidies from government and certain tax exemptions.

7. Curriculum Entitlement

Law 93-10 of 17 February 1993 concerns vocational training. Decree 93-1474 of 5th July 1993 and Law 91-98 of 31 December 1991 established the organisation of vocational training for persons with motor impairments.

8. Post 16 Years -- Vocational Education

Law No. 89-22, of February 1989, is designed to encourage integration of the handicapped into the workforce. Article 4 states, "policy is founded on the principle that there is to be equality of opportunity between handicapped workers and workers in general."

9. Teacher Training

The 1983 Law No. 83-113 establishes the creation of the Institute for the promotion of the Handicapped. Its responsibility is to train special education teachers, develop programmes, encourage research in special education, and to oversee special education institutions.

UGANDA

1. Extent and Nature of Legislation

There is no legislation pertaining to provision for special education. However, papers submitted to the 1989 Policy Review Committee made the following recommendations:

i) The Government should give adequate support to all institutions offering special education to enable them to operate more effectively and efficiently.

ii) All units and annexes for special education attached to regular schools and colleges should be taken over by the Ministry of education and

integrated into the schools/colleges but adequate provision should be made for teaching disabled students.

iii) Special schools for the deaf and blind should be established, preferably one in each geographical region of the country.

The Ministry of Education and Sports has set up a preliminary committee to draft the New Legislation on education. This will include Special Education, e.g. principles for all categories of disabilities unlike the 1954 Parliamentary Act which was enacted for persons with visual impairments only.

2. Responsibility and Organisation

The Government is committed to ensure that universal Primary Education for all children of primary school age (6-13) is attained through public and community participation in programmes specifically designed to provide adequate physical facilities. The Ministry of Education created a Special Education Section within the Ministry in 1973, to plan, organise and manage Special Education activities in the country.

The Ministry of Education and Sports is the driving force at the national and district levels for the co-ordination of the efforts of government, non-governmental organisations and donor agencies support programmes for children and young adults with special educational needs.

The District Education Officers, Municipal Education Officers and the District Inspectors of Schools are the executive arms of the Ministry of Education and Sports. They shall ensure that basic education is a continuing service for all children, including persons with special educational needs in all districts.

3. Identification, Assessment and Orientation

Under the Ministry of Education and Sports, Inspectorate, the Educational Assessment and Resource Services (EARS) programmes have been set up as national multipurpose programmes for persons with disabilities in conjunction with other ministries such as the Ministry of Local Government and Ministry of Health.

4. Age Range Covered by Legislation

The range of school age is from 6 to 13 years.

5. Integration

R. 5 of the White Paper on Education Policy Review Commission Report entitled "Education for National Integration and Development" in relation to Special Education states that persons with disabilities and other children at risk should have the right to;
(i) join any school and level commensurate with their qualifications, interests and abilities,
(ii) choose any subject he/she wants and is able to do including the sciences,
(iii) be availed equal opportunity and treatment for and during employment.

R.6 states "an integrated school should have one P.T.A.".

R.7 Teachers of Special Education not only deal with children who have disabilities, but also with other children with special educational needs.

R.8.1 In integrated institutions persons with disabilities should pay the same fees charged. Where parents are genuinely unable to pay, the normal strategies for helping children whose parents are unable to meet fees requirements should apply.

6. Financing of Education for Special Needs

A policy for decentralisation of services, which include education has been developed and provides empowerment to district authorities to fund and run services. Each decentralised district now provides funding to Special Education.

7. Curriculum Entitlement

There is no mention of curriculum entitlement for children with special educational needs in the National Curriculum.

8. Post 16 Years -- Vocational Education

Uganda National Institute of Special Education, which is under construction, has developed a curriculum for Social and Vocational

Rehabilitation education. The purpose of this curriculum is to equip various categories of professionals who will prepare post 16 years for education which is ecological and practical. These professionals include special education teachers, occupational therapists, social workers, nurses, probation officers, etc.

9. Teacher Training

Uganda National Institute of Special Education (UNISE) is a component under the Ministry of Education and Sports for;

- the training of personnel for persons with disabilities,
- the development and production of teaching and training aids,
- the entailment of research in Special Education and publications for the general public about persons with disabilities.

VENEZUELA

1. Extent and Nature of Legislation

The 1961 Venezuelan Constitution states that everybody has the right to education, "Discrimination based on race, sex, creed or social condition is not permitted .... All have the right to an education. The State will create schools, institutions and services sufficient to allow access to education and culture."

Article 32. The objective of Special Education is to take care, with adequate methods and special resources, of people with such special physical, intellectual or emotional caracteristics, when they cannot fit in with the programmes corresponding to the various levels of the educational system.

Article 33. Special Education shall be oriented so as to facilitate the independence of persons with special needs and the integration into the community.

Article 34. Policies will be established to create adequate services for prevention, diagnosis and rehabilitation of people with special educational needs and to organize curriculum development and evaluation.

The 1981 Educational Law (Ley Organica de Education) stipulates that "all have the right to receive an education in accordance with their aptitudes and aspirations . . . without discrimination of any kind."
The above law emphasises that the goal of Special Education is to orient the individual to maximise his/her development, stressing possibilities rather than deficiencies in order to facilitate independence and integration into the community.

2. Responsibility and Organisation

Article 35 of the 1961 Venezuelan Constitution defines the following ministries as concerned with special education; the Ministry of Education and the Ministry of Family and Work. In addition municipal organisations are involved.

Decree No. 2.038, of February 1977, establishes the creation of The Foundation for the Development of Special Education. The Board of the Foundation is presided by a representative from the Ministry of Education, and comprised of persons from the Ministry of Health, and Ministry of Youth as well as representatives from the Foundation for the Child and the Institute of Nutrition. The objective of the Foundation is to assist in implementing policy and programmes developed by the Ministry of Education, train teachers, conduct research projects including in the area of prevention, and participate in international co-operation.

The 1986 Educational Law (Ley Organica de Education) establishes the Department of Special Education within the Ministry of Education. The Department of Special Education is to train specialised teachers, orient family, and to promote integration.

In each State there is a Department of Special Education (23 for the whole country) with different professional supervisors responsible for the application of the policies defined by the Council of Special Education.

3. Identification, Assessment and Orientation

The 1981 Law emphasises prevention and early detection of handicap. An inter-disciplinary team will conduct assessment.

The Council of Special Education establishes programmes on prevention, diagnosis and rehabilitation.

4. Age Range Covered by Legislation

Special Education is developed for children from birth until they are 16 years old. First it is provided in centers of pre-primary level (0-4 years old) and then in institutes of Special Education (4-16 years old).

5. Integration

The 1986 Law mandated the creation of The National Institute for the Integration of the Disabled. This Institute comprised of representatives from the Ministry of Labour, Welfare, Education, and Family will promote the integration of the disabled by conducting research, implementing laws and decrees, orienting public and private institutions in educational programmes, and giving grants to the disabled. Various strategies have been designed to achieve effective integration of people with special needs with respect to the family, the school and the community in cooperation with parents and institutions.

6. Financing of Education for Special Needs

Special Education is financed through the National Budget, by the National Congress, by Foundations for the development of special education and by international cooperation.

7. Curriculum Entitlement

The Department of Special Education is to see that each student receives an individualized teaching programme taking into consideration the child's social and emotional background, and vocational aspirations.

Such a socio-pedagogical model of action tries to facilitate the integration of people with special needs into society by the appropriate adequation of curricula to the different levels of education, through both formal and non-formal programmes.

8. Post 16 Years -- Vocational Education

The 1986 Law stipulates that the Ministry of Education will organise professional education programmes and encourage the participation of the private sector.

Vocational orientation in special education is initiated during education in special schools, and is further developed in institutions such as;

- TEL (Labour Education Workshops). This unit is in charge of taking care of young people and adults with mental retardation (16-45 years old).
- CRC (Rehabilitation Centers for the blind).

9. Teacher Training

Teacher Training in special education is provided by the Department for Special Education. The training is done in different universities and high schools (public and private) in the country. The duration is 3 years for an intermediary level or 5 years for the complete training (Education Licence).

ZAIRE

1. Extent and Nature of Legislation

Law No. 86-005 of 1986, articles 35 to 40, on General Education, defines the organisation of a special education system for children with special needs. It establishes an act of non-discrimination in national education having to do with race or ethnicity, social condition, gender and religion. Special education will be organised in special institutions, in special classrooms and in regular schools at pre-primary, primary, secondary and higher levels.

Decree No. 89-018 of 1989 opens up the provision of special education to the private sector. Private entities are bound to respect the conditions established by the Law of 1986.

The 1991 Decree No. 0492 established special schools and specialised instruction for the deaf, blind, and students with motor and mental difficulties.

2. Responsibility and Organisation

All schools (public or private, regular or special) are under the responsibility of the State through the Ministry of Education for pre-primary, primary or secondary schools (regular or special, also including

vocational education) and through the Ministry of Higher Education and Scientific Research.

The direction of special education (mentioned in Decree 8-VII-92) depends on the Ministry of Education. Its responsibilities only concern pre-primary, primary and secondary schools, since special education is not yet operational at higher and university level in Zaire.

In each region it operates within the Regional Division of primary, secondary and vocational education. And at a lower level, within the Regional Sub-division or within the district or municipality in which a special education unit has been created. These services must in particular conduct an assessment of children with special needs and classify them according to the different types of needs.

At the local level special education is represented by special-center schools, covering two sectors;
- a formal sector with schools managed directly by the Public Authority,
- and an informal sector with special schools organised by the State in favour of NGO's.

3. Identification, Assessment and Orientation

No formal identification system of children with special needs has yet been created.

4. Age Range Covered by Legislation

Pre-primary (3-5 years), primary (6-12 years), and secondary (13-18 years) is covered.

5. Integration

Information unavailable.

6. Financing of Education for Special Needs

Special education receives only 0.2% of the National Budget.

7. Curriculum Entitlement

There are no formal programmes for different special educational needs, but there are projects to create national programmes for the different levels of schools.

8. Post 16 Years -- Vocational Education

Some vocational training is to be found.

9. Teacher Training

There are two special education teacher training centers in the country for 11 regions.

ZAMBIA

1. Extent and Nature of Legislation

Zambia has had an articulated National Policy on Special Needs Education since 1977. This was reflected in the Educational Reform Document (1977). This document has elaborated recommendations on Special Needs Education. This stated policy has not been adequately implemented owing to no specifications of special needs education in the Education Act of 1966, which is currently being reviewed.

Chapter 551 of the Laws of Zambia establishes a council called the Zambia Council for the Handicapped. Representatives from the Ministry of Education, Health, Labour, the Red Cross, and organisations of handicapped persons serve on the Council. The Council ensures the general protection of the handicapped.

2. Responsibility and Organisation

In 1971, education of the disabled became part of the responsibility of the Ministry of Education. At that time, a Special Education Directorate was created in the Ministry. There is also an Inter-Ministerial Steering Commitee on Special Education which deals with the organisation and improvement of education for the handicapped.

There are two main modalities of provision of special needs education;

(a) Residential Special Schools is still the main feature,
(b) Integrated provision, via resourceroom model, especially at Secondary School level.

3. Identification, Assessment and Orientation

The Education Reform Document of 1977 states that, "Identification of handicaps cannot be carried out successfully unless it receives the co-operation of the parents, the community and the specialists in the medical, social and educational fields. All concerned should appreciate the importance of disseminating information about the varieties of handicap and the importance of surveying and identifying handicapped children early so that appropriate medical, social and educational provision can be made at the right time".

4. Age Range Covered by Legislation

Information unavailable.

5. Integration

The 1977 Educational Reform Document states: "Handicapped children should attend ordinary schools and colleges in view of the importance of socialisation but this should depend on the nature and degree of their disability."

6. Financing of Education for Special Needs

Funds for financing special needs education comes from the Central Government and donor agencies. The funds from the Central Goverment goes to the recurrent expenditure, whilst capital projects have been assisted by different donor agencies.

7. Curriculum Entitlement

The CDC, Special Education Unit, in conjunction with specialist teachers produce and distribute modified supplementary curricula. However, most special needs pupils have left school without adequate knowledge and living skills to enable them to lead an independent vocational and social life.

8. Post 16 Years -- Vocational Education

Information unavailable.

9. Teacher Training

The Ministry of Education established the Lusaka College for the Teachers of the Handicapped. Teachers in ordinary schools interested in special education are trained in this college. It mainly provides in-service training to serve teachers who require additional training and want to advance in the education for children and youth with special needs.

From 1992 all colleges and the University will offer modules on Special Needs Education.

ZIMBABWE

1. Extent and Nature of Legislation

The 1987 Education Act provides for the fundamental rights for all children. It states " every child in Zimbabwe shall have the right to a school education." No child shall be refused admission to any schools on the grounds of discrimination.

This Act is being amended to read "nine years of school education for every child of school age shall be compulsory." Compulsory attendance is to be enforced by enforcement officers.

The 1992 Disabled Persons Act says that "No disabled person shall, on the grounds of his disability be denied the provision of any service or amenity ordinarily provided to a member of the public".

2. Responsibility and Organisation

The Ministry of Education and Culture is concerned with the education of all citizens. The Schools Psychological Service and Special Education sponsors various special education programmes.

Policy decisions on special education are made by the Permanent Secretary with his Deputy Secretaries. The Deputy Secretary (Schools' Division) has under him the Chief Education Officer Psychological Services and Special Education). Below these officers there are two Deputy Chief Education Officers, one for Special Education, and the other for schools' psychological services. In the regions there are educational psychologists, speech therapists special education officers and remedial tutors. These persons are to implement policy decided on the national level.

The Ministry of Social Welfare provides hostels for children with severe to moderate emotional and behavioural disturbances. Schools within these hostels are run by employees of the Ministry of Education.

In 1993 the National Disability Board was established. This Board is made up of representatives from the Ministry of Health and Child Welfare, Ministry of Education and Culture, Ministry of Local Government, Rural and Urban Development, Ministry of Public Service, Labour and Social Welfare, the Zimbabwe Congress of Trade Unions (ZCTU), Employers Confederation of Zimbabwe (EMCOZ), different organisations of people with disabilities and organisations providing services for people with disabilities.

3. Identification, Assessment and Orientation

The policy statement on Special Education (Act 1987) adopts the following strategy: early detection, intervention and prevention of handicaps. Officers of the Ministry in the regions identify special needs children. Educational psychologists do the assessments. The Ministry of Education and Culture works hand in hand with the Ministry of Health, Rehabilitation Unit.

4. Age Range Covered by Legislation

The Ministry of Education and Culture caters for 0-18 years. The Ministry of Higher Education for 18 years and above.

Primary and secondary education is covered.

5. Integration

The policy statement on Special Education promotes integration of children with handicaps into ordinary schools, wherever possible.

6. Financing of Education for Special Needs

Primary school is free and compulsory for all children. Secondary education is universal for those who can afford it.

The policy statement on Special Education encourages the procurement of funds for special education including non-government sources.

7. Curriculum Entitlement

Special needs children follow curricula that is followed in regular schools. Appropriate teaching techniques that meet the specific needs of the special needs child are used and cognisance is given to the children's different pace of learning.

8. Post 16 Years -- Vocational Education

At the moment the Ministry of Social Welfare and the Ministry of Health work hand-in-hand with non-governmental organisations to provide vocational education to children with special needs.

9. Teacher Training

The Ministry's policy is that teachers who teach special needs children must have a specialist training in special education. There is one college, United College of Education, that trains Special Education teachers. One must be a conventional trained teacher with three years teaching experience, to be admitted for Special Education training.

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